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ABSTRACT

This document reports the proceedings of a conference in Southern Africa that addressed two themes: (1) priorities and strategies for the reform of vocational education; and (2) the functions of teacher organizations. The following presentations are included: "Opening Address" (Frank A. P. Mkomawanthu); "Keynote Address: Priorities and Strategies for Vocational Education" (P. A. I. Obanya); "Theme I: Vocational Education--Priorities and Strategies" (summary of panel discussion by Randal L. Peteni, Lloyd G. Mothusi, and W. Chimazi Munthali); "Theme II: The Evolving Role of Teacher Organizations" (introductory statements by panelists--Thomas A. Bediako, Albert W. Chibale, and Leonard M. Nkala); Conclusions for Theme I and Theme II; and "Farewell Address." Country reports for Themes I and II are provided for Botswana, Lesotho, Malawi, Mozambique, South Africa, Zambia, and Zimbabwe. A list of participants is included. (KC)

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VOCATIONAL EDUCATION - PRIORITIES AND STRATEGIES

Report of the

Fifth WCOTP Southern Africa Regional Conference

. Lilongwe and Mangochi

MALAWI

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INTRODUCTION

The Fifth Southern Africa Regional Conference of WCOTP opened in the Capital Hotel, Lilongwe, Malawi, on Sunday September 22, 1985. On Monday September 23, participants were transported by bus to the Club Makokola, near Mangochi, on the shores of Lake Malawi, where the Conference continued through September 26. Participants departed on September 27.

The Conference had two Themes. The first -- The Reform of Vocational Education: Priorities and Strategies -- was a follow-up from the Yaounde Conference of April 1984 and the 1984 Lomé Assembly. It sought to bring some of the general recommendations of those two meetings down to the level of concrete and specific suggestions for action in the school systems of the region -- to move from philosophy and theory to proposals for practical implementation. The second Theme, The Functions of Teacher Organisations, was recommended by the Fourth Regional Conference in 1982. The objective was to consider what services teacher organisations could and should provide for their members, what kinds of skills would be required, and how those skills might be developed.

The format deliberately avoided the importation of "experts" to lecture to participants, and was designed to encourage teacher leaders within the region to develop ideas and suggestions through intensive discussion among themselves. In this it was notably successful.

A generous grant from the Canadian Teachers' Federation made it possible for WCOTP to offer travel and stay costs to one person from each of the participating organisations. With the gracious permission of H.E. the Life President of the Republic of Malawi, the Ministry of Education gave very valuable assistance in the administrative arrangements. The Teachers' Association of Malawi, under the leadership of its National Chairperson, Mrs. Hannah Kawalewale, spared no effort to ensure that participants were made to feel at home, that arrangements for their arrival and departure were taken care of, and that all aspects of the Conference were in accordance with the hopes of the organisers.

Organisations represented were the following: Botswana Teachers' Union (BTU), National Association of Lesotho Teachers (NALT), Teachers' Association of Malawi (TAM), Organizaçao Nacional dos Professores Mozambique (ONP), African Teachers' Association of South Africa (ATASA), Zambia National Union of Teachers (ZNUT), and Zimbabwe Teachers' Association (ZIMTA).

The Conference was chaired throughout by Mr. Ben Mafukidze, President of the Zimbabwe Teachers' Association and Member of the WCOTP Executive Committee.

The opening ceremony on September 23 featured greetings from the Teachers' Association of Malawi, the All Africa Teachers' Organisation and WCOTP. A keynote address written by Professor P.A.I. Obanya, who was unfortunately unable to be present, was delivered on his behalf by Mr. Tom Bediako, Secretary General of AATO and WCOTP Representative in English-speaking Africa. The Conference was officially opened by the Principal Secretary of the Ministry of Education.

Following the opening, the participants, including a number of distinguished guests -- parliamentarians, members of the Diplomatic Corps, representatives of international organisations and of ministries of the Government of Malawi -- were invited to a reception offered by the Ministry of Education. This was followed by a dinner offered by WCOTP.

When the second phase began at Club Makokola, a panel representing ATASA, BTU and TAM discussed the first theme -- The Reform of Vocational Education: Priorities and Strategies. Panel members identified those points in the keynote address which they found especially significant, and commented on the theme in the light of their experience in their own countries.

General discussion followed, partly in plenary session and partly in groups. In the absence of Professor Obanya, WCOTP Secretary General Norman Goble observed the discussions and offered a summation which, after discussion and some amendment, was adopted as the record of the conclusions of the Conference.

Theme II, The Functions of Teacher Organisations, was introduced by a panel consisting of Mr. Tom Bediako, AATO, Mr. W. Chibale, ZNUT, and Mr. Leonard Nkala, ZIMTA. After a day of intensive discussion, a summation offered by Mr. Bediako was adopted as a record of the conclusions of the Conference.

A brief closing ceremony was followed by a farewell reception and dinner.

With the kind collaboration of the Ministry of Tourism, and through the efforts of TAM, participants were entertained, on the evening of September 24, by a display of comedy, traditional drumming and dancing and contemporary music, followed by a dance, and, on the following evening, by a showing of informational films.

The programme for September 25 included an afternoon's visit to a nearby Fisheries Training School.

The sincere thanks of WCOTP and all the participants are due to all those whose gracious and generous help and cooperation, as mentioned above, contributed to the success of the Conference, and also to the management and staff of both the hotels involved, whose services were remarkable both for their efficiency and for their courtesy.

* * * * * * *

OPENING ADDRESS

Frank A.P. Mkomawanthu

The Conference Chairman, Mr. Mafukidze,
The Secretary General of WCOTP, Mr. Goble,
Your Excellencies, the Members of the Diplomatic Corps,
The Member of Parliament for Lilongwe, North,
The Distinguished Delegates and Guests,
Ladies and Gentlemen,

It is a great pleasure for me to give the opening address at this distinguished gathering of the Southern Africa Regional Conference of the World Confederation of Organizations of the Teaching Profession (WCOTP). I welcome all our external guests to Malawi.

It is His Excellency the Life President's wish that you enjoy your stay here. You should, therefore, feel free and comfortable. I have been delighted to notice from your programme that the conference will actually take place on the shores of our beautiful Lake. I would invite you in spite of your tight programme to find time to visit other places of interest and enjoy the hospitality of the warm heart of Africa and her people.

I would like to assure you, too, of His Excellency the Life President's personal interest in the success of your deliberations which are on the important questions of vocational education and the role of teacher organisations. His Excellency the Life President is himself a great educator and has always taken a great interest in education. It is due to His untiring efforts that Malawi has aspired for high national standards in education.

I have been advised that this conference is primarily a follow-up of the recent conferences of the World Confederation of Organizations of the Teaching Profession. These conferences include the Yaounde Conference of April 1984. I urge you to seek steps that must be taken so that Southern Africa can realise the goals proposed by those conferences. It is my hope that this conference will serve as a forum where members will learn from each other, share experiences and exchange ideas. I know for sure that participants from Malawi are eager to learn from experiences of their friends in Southern Africa. I believe, too, that we in Malawi have something to offer in return.

During this week you will be holding discussions around the theme of vocational education, "Vocational Education: Priorities and Strategies for Development in Southern

Africa". Vocational education, both technical and business education, is generally designed to develop skills, abilities, understanding, attitudes, knowledge and information needed by workers to enter and progress in employment. Therefore, our challenge is to find ways and means of generating enough skilled manpower to meet technological and economic needs of our respective countries.

Vocational education has an important part to play in the development of Southern Africa. We may disagree about our definition of the term "development". Some may see it as consisting primarily of urbanization and industrialization. We in Malawi put more emphasis on raising the quality of life in the rural areas where the majority of our people live.

One priority of vocational education in Malawi is the generation of employment opportunities and development of business activities especially for rural communities. In particular we need the ordinary citizens, farmers for the most part, to be able to meet their basic needs by some artisan and business skills so as to generate further personal income. To this end, I urge you to seek ways and means of developing facilities and centres for self-employment for small-scale business activities. Furthermore, the farmers need to have a better understanding of business and technology so that they may make good use of simple labour saving machinery and equipment. With such knowledge, they should be able to keep simple accounts, maximize profits and minimize losses.

We would all agree, however, that without our own technological and business know-how, our development plans would be doomed to failure. Here indeed is a big challenge of this conference. With the pressing need to make vocational education more relevant to the manpower needs of the economy, as well as better attuned to the aspirations of our youth and communities, what should be our strategies for vocational education in Southern Africa?

How can the teacher help in order to attract more of our youth to vocational education? In what way can teachers help to change the attitudes of students, and eventually of the community, towards vocational education? How can we improve the facilities and equipment of vocational education and upgrade its programmes? What training should be acquired by the teachers so that they can become more proficient in their profession? You should consider these and many other questions in your discussions. The major question is how can the teaching profession itself be geared towards vocational education? We need a whole range of appropriate vocational education, technical and business education.

Besides the main theme of the conference, you have a subordinate one, "The Evolving Role of Teacher Organisations". I urge you to examine the kind of services which teacher organisations should provide to teachers, students, parents and the community. You should also examine the roles which these organisations should play in promoting meaningful and relevant educational reforms.

It is important that teachers should promote relevant educational reforms. It must be emphasized, however, that not every educational reform is necessarily good. If it were so, then your task would have been very easy indeed. New ideas have to be examined on their own merits as well as in relation to the circumstances of a particular country. Innovations are certainly good, but wholesale acceptance and application can lead to failure. New ideas and curriculum need to be tried, evaluated and teachers retrained before a country could accept them. Oftentimes what has been successful in one country has not been very successful in another without modification to suit the local environment.

So, since the innovative ideas that you are going to discuss will be applied in Southern Africa, let them be relevant to the situations that exist in our respective countries. If they depend on expensive equipment which we cannot afford to acquire, or on complicated equipment which needs constant importation of experts for maintenance or small classes, well, those things may not be easily considered in our situations. This point deserves repetition because it is of crucial importance in the planning and implementation of educational reforms.

There is need to find the kind of skills which members of the teacher organisations should develop to effect the reforms. Therefore you should be able to devise methods by which the skills and knowledge may be shared among members of the organisations, teachers, students and the community. In this way our target of disseminating knowledge to a larger part of our communities would easily and quickly be achieved.

Teacher organisations should also promote high standards of character, discipline and ethics in our youth. As you are aware, education without good manners is useless and, more so, dangerous to the community. Therefore the teacher organisations should not erode our long established cultural norms.

His Excellency the Life President, Ngwazi Dr. H. Kamuzu Banda, has reminded us Malawians on a number of occasions of the need for excellence in our educational reforms. He has also emphasized the need for our youth to be brought up properly according to our customs. It is our desire that the teacher organisation will strengthen the appeal through

the educational system.

Mr. Chairman, our distinguished guests, ladies and gentlemen, I would like to thank the World Confederation of Organizations of the Teaching Profession for funding this conference and for selecting Malawi for the venue. I would also like to thank all the delegates from abroad for honouring us by attending this conference.

Mr. Chairman, The Secretary General of WCOTP, Your Excellencies, The Member of Parliament for Lilongwe North, Distinguished Delegates and Guests, Ladies and Gentlemen, I now have the honour to declare the Fifth WCOTP Southern Africa Regional Conference officially open.

Thank you.

KEYNOTE ADDRESS

PRIORITIES AND STRATEGIES FOR VOCATIONAL EDUCATION

Professor P.A.I. Obanya

Vocational education is a current issue in present-day Africa. The reasons for this we all know. People are changing their views on education from something which simply involves "reading and knowing back" to a process which lays greater emphasis on the continuous development of the whole person. In addition, people are beginning to wonder whether formal education has not created more problems for Africa than it has been able to solve. The Africa region has remained underdeveloped, poor, and disadvantaged in spite of the large number of persons who have passed through school. Increasingly large numbers of school leavers are roaming our streets, increasing the proportion of our dependent population, since the school has not provided them with the skills, attitudes, and values needed to enable them to make any meaningful contributions to the economic and social development of our various communities.

This phenomenon (and the general inadequacy of the much-derided "inherited" African formal education system) have been the prime motivators of educational reform all over Africa. One area in which emphasis has often been placed in recent proposals for reform has been vocational education. This paper is addressed to practising teachers whose duty it is to implement educational reform at the school and classroom levels. Such practical practitioners need to be involved in the highest form of reflection possible on any reform they will be required to implement. It is with this in mind that the presentation will attempt to throw up challenges, as a beginning to the reflection-cum-implementation process, with particular reference to priorities and strategies in vocational education.

The major objective will be to tickle our immediate audience and readers by calling attention to the following specific areas:

- a new conception of vocational education;
- new content areas for vocational education; and
- new methods, materials, and personnel for vocational education.

Towards a New Conception of Vocational Education

The orthodox conception of vocational education is that form of education which provides the learner with immediately usable (or saleable) skills. It is generally believed that the prevalent state of generalised unemployment for school leavers is due largely to their not having acquired such skills.

In almost every case, when Africans talk of vocationalising education, they talk of producing creators of jobs, instead of mere job seekers. They also tend to think that unemployment will be a thing of the past the moment a large contingent of young persons acquire vocational skills.

There has also been a trend to think of vocational education as something meant exclusively for the disadvantaged. Thus, persons who have no talent for academic programmes should be channelled into vocational programmes. Children in village schools should be taught vocational subjects to ensure that they do not migrate to town and cities in search of jobs which are not there. Not everyone is destined to (or is capable of) using his brains; some people are better at using their hands.

If programmes of vocational education have not been a success in Africa, part of the explanation is not just the lack of resources, but mainly the type of rationalising which we have been involved in so far. What is needed is a rationalising that begins with a true conception of education as something designed to develop the individual's 3-H's - the head, the heart, and the hands. Thus, a person will remain uneducated if any of the 3-H's is neglected in the course of this formal (or even non-formal) education.

We are therefore suggesting a re-conceptualisation of vocational education as an essential component of everybody's overall development. The emphasis here is on (a) everybody and (b) overall development. Thus, vocational education should apply to everyone in the school system and not just the disadvantaged child, whose socio-economic, geographical and intellectual background we wrongly feel have not sufficiently equipped him for orthodox academic subjects. Vocational education should also be seen as something needed to make everybody's education complete. Thus, for us to ensure that the school passes the child, at the same time as the child passes through the school, we must expose him or her to vocational education.

This re-conceptualisation also means that vocational education should not be seen simply as content. It should be something which goes beyond the conventional metalwork and woodwork, or agricultural science, home management, and business studies. It should, instead, be expanded in our

thinking as educators to place more emphasis on values and attitudes. What the African needs most is not simply acquiring vocational skills but also (and mainly) a value reorientation which sees the process of using the hands as a useful component of education for life. This also implies a change of his attitude towards any work that does not stop at thinking but that which involves thinking -- doing -- assessing -- learning from the experience -- doing again, using new approaches.

In summary, our new conception of vocational education should be that form of education to which everyone is exposed and which aims at:

- coordinating the development (and meaningful, practical application) of the head, the heart, and the hands;

- developing in the learner the habit of thinking, analysing, performing, reflecting on his performance, and constantly improving on his practical performance;

- acquiring general and specific practical skills for use either immediately or at a future date.

The major purpose of this reconceptualisation is improvement in (a) the content, (b) the method and materials, and (c) in particular, the type of person we produce from the African school system. We now turn to suggestions which we believe could help to bring these changes about.

An Alternative View of Content Areas in Vocational Education

We would like to begin the discussion here by recalling two of the points made in the previous section. The first is that vocational education should be beyond the traditional business studies, home management, woodwork, metalwork, and agricultural science. The second is that we have always believed that the possession of vocational skills leads to immediate employment or to immediate self-employment. These two points are important in determining new content areas for vocational education and we shall now look at them more closely.

Taking the second point first, the problem with it is its immediate attractiveness. Nearly every employer needs somebody with some clearly defined skills in such areas as machine operation, masonry, catering, automobile repairs, typing, and so on. The person with mere general education is unemployable because employers have too many clerks already. These are attractive arguments, but they give certain fundamental issues which are at play both in Africa and elsewhere.

People who talk of unemployment often forget that it is determined more by economic forces, often beyond the control of the individual and the vocational skills he may possess. Today's Western Europe has a school system which has emphasized vocational education (at least more than we have done in Africa) for decades. Western Europe also has a relatively strong industrialised and commercial base to absorb its skilled men and women, as well as to provide support to what is taught in schools. Yet, because of the current economic recession thousands of young persons (including those with vocational skills) are unemployed.

In a number of socialist countries, where unemployment has been apparently abolished (and where polytechnic education has been in vogue for some time) many young persons are in jobs which are intended simply to provide them with a place to go to every morning. In an African country, like Nigeria, there are skilled persons who have been thrown out of jobs since the end of the oil boom.

The point we are making is that while it is true that most people who are unemployed in African countries are really unemployable, economic forces can render an employable (i.e. skilled) person unemployed.

This point brings us to the link between the first two points with which this discussion began. If it is possible for employable persons to be rendered unemployed by economic forces, could the content of vocational programmes not be modified to take care of future economic eventualities? Sometimes technological eventualities (changes in machine design, the introduction of the computer, etc.) also serve to complicate economic eventualities and create more problems for the school leaver with vocational skills. What content should we select to take care of such complications?

We would suggest that the solution lies more squarely with our striking a meaningful balance between generalised and specialised forms of vocational education. Just as there has been an increasing emphasis on integrated programmes in the conventional school subjects (language, arts, social studies, science, etc.), vocational programmes should become more integrated at all levels of formal education.

The integrated (or generalised) vocational programmes should emphasize the inter-relationship of the social and the natural sciences and how the two sciences can be harnessed for the use of humanity. At the same time, the more technical courses (e.g. those that bear a close relationship with engineering) should also lay greater stress on principles which underlie practice.

Integrated vocational programmes will have the advantage of building more on general knowledge. They are also more

likely to awaken the intellect in such a way that practical action is accompanied by thinking, as well as ensuring that doing so becomes what it should be: a means of further learning.

It is not possible to go beyond general guidelines in a presentation like this one. Each community will have to select the precise vocational skills to build into its school curriculum. In doing so, we should always be thinking of both here-and-now and there-and-then. Products of our school systems will need specialised vocational education. They will need the there-and-then skills to enable them to adjust to the needs of an economically, socially, and technologically changing environment.

The summary of our suggestions is that the there-and-then skills will be more useful. This is because they are eye-opener skills which should enable the school leaver to learn on the job - either in the course of future employment or simply by going through life.

Our emphasis on there-and-then skills calls for a reappraisal of the methods and materials for vocational education. To these issues we now turn our attention.

What Materials and Methods for Vocational Education?

Every teacher knows that curriculum materials and methods of fostering learning in students are good to the extent that they are appropriate, in the sense that they are of the type which can best help in achieving the goals and objectives of the curriculum. In considering the materials and methods that would be needed in vocational education programmes in African countries, therefore, it would be necessary to recall the points already made on the reconceptualisation of the discipline and on its content.

The points had earlier been made that:

- vocational education is meant for everybody, and not simply for the disadvantaged;

- vocational education should attack more vigorously the individual's attitudes and values (and not simply his skills);

- vocational education should (in terms of content) think of relevance both in terms of here-and-now and there-and-then.

We shall now examine more closely the implications of these three major points on materials and methods for vocational education in African countries.

First, since every school child has to be exposed to vocational education, it follows that we have to adapt more adaptive teaching procedures. This means that, since we will be dealing with children of different forms of dominant aptitudes (artistic, linguistic, scientific, manipulative, etc.), we shall be using methods of teaching appropriate to the needs of each group.

Thus, with some groups we would need more discussion, more theorising, than with other groups. With some other groups, we would need more practical and field activities than with others. The scientifically gifted group, for example, will enjoy rationalising and experimenting more than the manipulatively gifted group.

Second, grouping does not necessarily imply that learners must be streamed according to what we have called their dominant aptitudes. Such an approach to streaming creates the impression that one group is superior to another. What vocational lessons should in fact emphasize is the complementarity of the various aptitudes. Thus, the linguistically gifted will verbalise, but his verbalisation will help in clarifying principles for the scientifically gifted, whose scientific reasoning will in turn help to guide the manipulative action of the manipulatively gifted.

The point being made, therefore, is that the special traits of every learner have to be recognised. But this recognition serves mainly to allow us (as teachers) to use each learner's special gifts to promote group learning.

Third, the major problem with vocational education in Africa is attitudinal. The materials and methods used for teaching therefore have to address themselves to fostering favourable attitudes. This can be done both directly and indirectly. To make lessons in vocational subjects lively and interesting, to make learners enjoy both the process and the product of their work, to make them feel happy and useful because they can think as well as act are all ways of developing positive attitudes towards vocational studies.

More direct methods of cultivating positive attitudes towards vocational subjects would involve real preaching. That is, pointing out to the learner that vocational subjects are useful for self-actualisation, as a process of learning, and as a means of making oneself employable. Preaching can, however, be successfully done only after (through our teaching methods and our own attitudes towards vocational subjects) we have made the subjects interesting to, and enjoyable by the learner.

Fourth, there is the area of relevance in terms of here-and-now and there-and-then. These two dimensions have their implications for methods and materials. One important

implication is that vocational education has to be related (very closely too) to the vocations of the learner's immediate environment. This should not be limited to letting the child carry out farming, cooking, house building in the same back-breaking way these tasks have been performed in Africa through the ages. It does not equally imply that the school farm should be that type of highfalutin model which no African society can afford. Rather, the school should emphasize:

- the scientific and social bases of traditional practices;

- the limitations of traditional practices, in view of current scientific, socio-economic, and technological developments; and

- possible practical activities geared at improving traditional practices to meet the needs of the present as well as of the future.

Another method of relating vocational education to the learner's environment is to forge a close link between the school and existing industries. There is a wide variety of ways in which this link can be forged and the actual steps to be taken will be dictated by the peculiarities of every environment.

Fifth, persons who teach vocational subjects should, by all means be teachers who practise and love these subjects. Thus, the teacher of agricultural science must practise farming, the teacher of basic electricity must practise electrical work, the teacher of building must actually construct buildings. As much as possible, teachers should be allowed time off on externships to enable them practise their vocations outside the school.

This suggestion has implications for the choice of trainees for vocational teacher education. Trainees should not be persons who are forced into vocational courses themselves. Efforts should be made to attract into teaching persons who love their vocations, who are good enough to practice the vocations anywhere, into the classroom. The love which such persons have for their vocations is likely (other things being equa) to influence the way they teach. It is also likely to help in the motivation of students for vocational subjects.

Conclusions

The purpose of this presentation is to generate discussion among practising teachers on ways of re-thinking vocational education on the African continent, in order to harness vocational attitudes, values, and skills for development. One way of beginning to do this is to stop seeing vocational studies as an area for drop-outs. If we confine the installation and maintenance of our equipment, the building and maintenance of our houses, the construction and maintenance of our roads, dams, and bridges, the typing of our documents and the keeping of our account books to drop-outs, we will not be helping the cause of development.

An important area which this paper has not dwelt upon is the cost of vocational education. In a continent in which orthodox forms of formal education have been difficult to implement partly for financial reasons, does vocational education have a place at all? The answer is that it has a place, but the exact way it is placed will vary from place to place. Teachers and teachers' organisations are in a very good position to offer positive suggestions on this placing.

Teachers' organisations also have the task of promoting in teachers and pupils a new conception of vocational education. Teaching is itself a vocation. Its practitioners should therefore do everything possible to ensure that (a) people begin to see vocational education in its true perspective as something without which no form of system of education can be regarded as complete, (b) that schools make programmes of vocational education relevant in terms of here-and-now as well as of there-and-then, and (c) that programmes of vocational education are able to inculcate the type of attitudes and values which makes the school leaver see useful work to do, even in situations where there are no jobs.

THEME I: VOCATIONAL EDUCATION - PRIORITIES AND STRATEGIES

Panelists: Randal L. Peteni, African Teachers' Association of South Africa
Lloyd G. Mothusi, Botswana Teachers' Union
W. Chimazi Munthali, Teachers' Association of Malawi

Summary of the Panel Discussion

As was stressed at the Lomé Assembly of WCOTP, vocational education should be an element in the general education of every person. At the same time, it should be emphasised that the acquisition of work skills is not the be-all and end-all of education, nor even a guarantee of employment on leaving school.

Vocational education should be anchored in the real environment of the pupil and the school. In rural areas, the study of agriculture should be compulsory at primary and secondary levels. Through such a study, the practical applications of mathematics and science can be learned, the use of correct language studied, and a balance maintained between the practical, the theoretical and the academic.

The development of the individual potential of large numbers of students presents a real difficulty. No teacher can be expected to motivate or inspire all the members of a big class across the vast range of their individual talents.

Awareness of the facts of the world of work can be built into the teaching of mathematics, science and language. Every community offers a laboratory of this. In the country, economic systems such as that which exists around the production and distribution of milk -- the work of producing it, the cost and price factors, and so on -- offer a great range of examples for applied studies and practice in language and mathematics. In towns, the commerce of shops and markets offers endless examples for the learning of mathematical operations and the facts of economics.

The school itself can offer many opportunities for practical learning. The maintenance of doors, windows, roofs and furniture can be instructive, productive work. Care must be taken, however, that organised work is really a teaching and learning activity, not a means of exploiting free labour, and the laws regarding the minimum age for gainful work must be respected.

If the opportunities for productive work in and around the school, and for practically-oriented learning in the

community, are fully taken advantage of, children may, through these experiences, find their own potential and be led to a right choice of later specialisation.

At the level at which specialised teaching becomes necessary, the need for teachers to keep their skills current and up-to-date presents a difficult problem. Periods of work in industry or as self-employed craftsmen may seem, in theory, to be a good answer, but if they are successful during such periods they may be very reluctant to come back to teaching. Certainly they are not to be encouraged to practice their specialist trade at the end of a school day.

Another problem calling for close study, and very difficult to solve, is that of the cost of materials and equipment for vocational education. In many countries it it hard to see how the cost of generalising such education could possibly be met.

Education for self-employment is difficult but extremely important. It involves such skills as costing, planning and management, and the assistance of competent persons in the community could be very helpful.

Evaluation is an important aspect of practical education. Its object should not be to prove the completion of a syllabus, but to identify the competences and talents of pupils. Long-term observation of projects undertaken by pupils with community cooperation offers a possible approach.

THEME II: THE EVOLVING ROLE OF TEACHER ORGANISATIONS

INTRODUCTORY STATEMENTS BY PANELISTS

A. Statement by Thomas A. Bediako, Secretary General, All Africa Teachers' Organisation & WCOTP Regional Representative

1. When I read the topic under discussion, The Evolving Role of Teacher Organisations, and why we were to discuss it (to exchange views on measures which teacher organisations might take to become more effective in meeting the changing needs of their members), a number of questions came to my mind and I want to share or ask these questions openly: What are basic characteristics of teacher organisations? Why are they formed? For what? Who are the owners or shareholders of this enterprise (organisation)? Are there other shareholders or interested groups? Why are they interested? What are the needs of our members? Are the needs increasing or decreasing? Are they changing? If the needs are not changing, do we need new strategies, improved methods, additional skills to meet the existing and/or changing needs? How can we develop or acquire improved skills or new skills? What kind of measures should we take to get the members' help in meeting their own and other needs?

2. Luckily for me some of these questions would be answered by my fellow panelists and moreover, as matured and experienced leaders in your organisations, you have some answers to these questions and therefore I can only share my experiences on this topic with you (which, of course, is the essence of this discussion). My experiences may be the same or may not be and that is understandable because we have different socio-economic environments; and the membership of organisations are different and their needs and strategies for meeting needs are bound to be different.

   But I wish to submit for your consideration that despite all these differences and strategies there are some general trends which are worth considering and discussing.

3. What is a teacher organisation? Why do teachers have organisations? A teacher organisation is a service organisation - it exists and can only justify its

existence if it provides the expected service or services to its shareholders - the members. But the evolving roles demand that the services we render should not only be to our members alone but to students, other workers and society at large.

Furthermore, we have to keep in mind that teachers even though they are members of political parties, churches, football clubs, girl guides, young pioneers, brigades, debating clubs, etc., still want to be members of a teacher organisation because of some special needs or reasons. They believe or they are made to believe that such organisations can help to to satisfy some special needs (professional, social, economic).

4. According to Kelvin M. Banda (A Brief History in Malawi, pp. 131-132):

"The Nyasaland National Teachers Association was founded in 1945 so that teachers throughout the protectorate could unite and try to solve their own problems relating to African education in the country. It was also meant to provide a machinery so that teachers could express their opinions when required and might take united action in any matter affecting their interest. It was also agreed from its inception that any teacher had an unquestionable right to join the Association which did not limit itself to conditions of service, but concerned itself with matters relating to the status of teachers in the service and ways and means of increasing their efficiency." (Recognition as useful citizens. Commanding respect.) Mr. Banda continued: "The Association continuously endeavoured to secure grater freedom and better conditions of service for all teachers to safeguard against unjust dismissals." In other words, they had in mind precisely Aristotle's thought according to the writer: "That the state was brought into existence to make life possible but it continued in existence to make life worth living." Teachers associations are brought into existence to make the practice of the profession possible but its continued existence would depend on whether it would make life worth living, I want to submit.

5. Mr. Chairman and colleagues, I have been privileged to look at the constitutions and by-laws of many teacher organisations in Africa and recently most privileged to look at the constitutions of ZIMTA, ONP, BTU, ATASA, JUWATA, ZNUT and they are almost identical in basic objectives. They are not different from what prompted the formation of TAM. The objectives contain the needs, aspirations and wishes of the founders and of the present generation of teachers. For the purpose of

this discussion I shall group them as follows, and these may be considered as the basic functions of a teacher organisation:

(a) Promotion and protection of individual rights as workers (teachers), job security, welfare of teachers and students (social and political);

(b) Improved salaries and conditions of service (economic), external and internal economic services. Social and cultural needs. Income generating activities for the benefit of members and the organisation. Fringe benefits - more allowances, maternity leave, paternity leave, bonus, increased holiday allowances (excursions and social activities);

(c) Improved educational standards, good educational policies and working environment (professional growth and competences of members). Research and in-service training;

(d) Societal and community needs (rights and responsibilities). In total the enhancement of the status of teachers, as workers, leaders and responsible citizens and not second rate citizens. To help teachers to get some rewards here and now and also ensuring that they teach and do not cheat. Professional and trade union services (occupational needs).

5. But when I talk to our colleagues in East, South, West and North of Africa one can see some changes in needs and strategies in recent years. I wish to mention a few.

(a) The evolving role. Teachers and society perceive the role of teacher organisations as being partners in national development rather than "protest movements". Teacher organisations are expected to be partners in development - to be producers of producers! Production versus consumptionist approach to problems. The master-servant relationship (super-ordinate - sub-ordinate) relations should give way to partnership in educational development. Most teachers are no more prepared to implement policies without asking questions or influencing the formulation of the policies and their implementation.

(b) There is a call for professional unity so that

teachers can influence authorities and achieve their objectives. Roles must not only satisfy the needs of primary teachers but also secondary teachers, graduates, unqualified, young, women, heads etc. Diversified professional and economic needs arise as a result of diversified membership.

(c) Solidarity with other workers, peasants, farmers, unemployed, deprived, mass organisations, political parties, liberation movements. How do we do this without being misunderstood or carried away from our basic goals or objectives?

(d) Securing better conditions of service - new approaches and strategies for either "collective bargaining" or "collective begging" taking into account the prevailing socio-economic conditions in our societies and international pressures from IMF, World Bank, etc.

(e) Demands for membership for more direct social and economic services. What do I get from the payment of my dues directly as a member of TAM, ATASA, ONP, etc?

Internal social and economic services to supplement whatever we are able to secure from our employers. Multipurpose cooperatives and insurance schemes. Many organisations have realised that even though they continue to press for better conditions of service, they may not be able to get enough from the employers and so they should have schemes/projects to supplement and assist in improving the quality of life of the membership.

(f) Demands for more professional development services from our members and society - in-service, recycling; upgrading - "IF YOU REST YOU RUST", they say.

(g) Demands for effective leadership in our schools and communities as well as in the organisation itself. Roles as adult educators, community development leaders.

7. The evolving role and changing needs demand new strategies and improved methods to enable us not only to satisfy them but to relate and work within different political systems, regimes, and socio-economic environments.

Furthermore, with establishment of new and strengthened governmental and non-governmental organisations at the national, regional, continental and international level - Socio and Economic Councils, National Wages Board, Apprenticeship Boards, SADCC, EEC, OAU, UN, ILO, Unesco, World Bank, IMF, WHO, Unicef, etc. we need to strengthen our relations with WCOTP and AATO as well as national trade union centres where possible, so as to be able to influence decision taking in these bodies since in some cases they predetermine or give standards which could help us in satisfying the needs of our members. Conditions laid down by IMF for a loan to be given to a country may predetermine prices, government expenditure on education, salaries and fringe benefits. A convention of ILO or recommendation on the status of ILO-Unesco could be of great assistance in our negotiations.

8. But, Mr. Chairman, how can we meet these new demands and aspirations effectively and efficiently? What are the implications, necessary conditions for teacher organisations to meet these ever-increasing challenges? Here are a few suggestions for your consideration:

(a) We should know what we want and where we are going. Clear objectives at every stage of our activities.

(b) Better planning and implementation including evaluation of our policies and programmes. We should consider as a matter of importance putting our realistic dreams into three, four, five year plans. ZIMTA in 1990, BTU by 2000, AD, TAM by the next three years. I want to stress the evaluation of our activities. We must make sure that we are making progress in the right direction, to satisfy the needs of our members and not the personal or political ambitions of the leadership or one person.

(c) More involvement of the membership in the formulation and implementation of our programmes. Improved internal democracy in our organisations is important. Recruitment and retention of more members should be taken seriously.

(d) More education and training programmes are needed for all at all levels. The present problems, crisis and demands require knowledgeable, articulate, committed and pragmatic leadership in our organisations. That is why even though you know your organisations better, I think there is the need for the intensification of leadership training.

9. I have the feeling after visiting some teacher organisations in Africa that many of our organisations want to develop a large cadre of trained leaders at the local, provincial and national levels of their organisations; such leaders we assume must not only be able to lead but should have the necessary skills to transfer skills to others. This is possible because I am convinced that there is much potential talent for leadership among teachers at all levels. We may have to give priority therefore to trainers programmes at the national levels or Southern Africa level. This brings to mind some of the old and new dreams of teacher organisational development institutes at the regional or continental levels (institutes with buildings or without buildings).

Such leadership programmes or training may concentrate on group dynamics, decision making, styles of leadership, problem solving, dissemination of information, communication skills, negotiations, role conflicts, skills and techniques, programme planning and implementation, situational leadership, simple research and evaluation methods. Preparation of reports, conference and policy issues, methods of improving upon our internal and external relations, generation of resources, accountability etc.

The new demands and the evolving role bring into focus the concept of interdependency. No organisation is too poor to share with or assist others. We should find ways and means of sharing our knowledge and experiences in the Southern Region, through formal and informal methods. Visits, correspondence, distribution of basic documents on education, reports of activities, seminars and workshops, teacher exchange programmes, excursions, and inviting other organisations to our conferences. This can be done despite foreign exchange constraints. For example, at the moment in West Africa, there is a tradition that teacher organisations take care of other leaders as soon as they get into their countries. We need mutual agreement to assist ourselves so that we can survive. You may think of similar arrangements. Each organisation should be able to take care of one or two colleagues who are invited to a local seminar or conference.

Of course, to be able to face the new challenges we would continue to need the support and assistance of WCOTP and its affiliates in the form of publications, finances and personnel. Resources are needed for example to take up the idea of teachers' organisational development, up-grading courses, basic office equipment to improve upon our correspondence. This can be properly coordinated if national organisations do their

homework by planning and mobilising their own resources first, to show commitments to projects.

Conclusion

As our societies grow, the needs of workers including teachers are bound to grow and therefore there is bound to be continuous development of the role of teacher organisations. We are bound to have more complicated demands and problems from our membership and society. We should not be scared, complacent or down-hearted. The most important thing is to continue to develop stronger shock absorbers for the rough roads.

Teacher organisations are like factories. We face sudden or gradual liquidation if we do not give the necessary services. I have seen organisations which are dead but exist in name. Luckily I have not seen one yet in Southern Africa, and we pray that we do not see one. SERVICE AND JUSTICE TO OUR MEMBERS AND SOCIETY IS A MUST, BUT WE SHOULD MOBILISE OUR MEMBERS AND INFLUENCE SOCIETY TO PROVIDE THE NECESSARY MEANS AND SUPPORT TO ENABLE OUR ORGANISATIONS TO ACHIEVE THESE FOR THE BENEFIT OF ALL. UNITED WE STAND, DIVIDED WE FALL.

Thank you.

B. Statement by Albert W. Chibale, General Secretary, Zambia National Union of Teachers

In order to understand and be able to talk of future changes taking place in all the teacher organisations today, we must first of all understand and appreciate the past and present involvements of the teacher organisations before we can safely speak about changes that are taking place now and in the future - especially the developing nations where organisations are relatively young in scope and structures. However, most of the teacher organisations, if not all of them, have been engaged in some of the following activities:

(a) Fighting for improved conditions of service and teachers' welfare. I am sure that this aspect of teacher organisation constitutes the main area of our operations and organisation. Our organisation, the teachers' union of Zambia, has been engaged in fighting for improved conditions of service for teachers since independence. We have given oral and written submissions or evidences to several commissions of inquiries and committees appointed to look into various conditions of service and salaries for all the employees in the public sector of our country. These

commissions and committees are many. Some of these were:

- Hadow Report of 1961
- Whealan Commission of Inquiry of 1967
- Professor Rodgers Report, Committee of Inquiry of 1968
- Rev. Father O'Riodern Commission of Inquiry of 1971
- Mwanakatwe Commission of Inquiry of 1975
- Muchangwe Commission of 1980
- Lavu Committee of Inquiry of 1981 and 1984

Meanwhile, we have found out that conditions of service for teachers and other employees in the public sector cannot best be served by the commissions and the committees of inquiries because these merely submit recommendations which are either accepted or rejected by the government. We have therefore fought for direct negotiations (collective bargaining) with the government for all the conditions of service, a move which has been accepted by the government.

The union negotiated for salary increases for all the teachers in the country, whose salaries have risen by 30% for the lowly paid and 15% for the highly paid teachers. Fresh negotiations will open up after a period of two years has elapsed. Other conditions of service have been negotiated, such as:

- accommodation
- double class allowances
- commutation of leave days
- pension schemes and other conditions of service.

(b) Improving the quality of our education. The teachers' union in Zambia has not been vocal only in fighting for the improved status of the teaching profession, we have been engaged also in fighting for the quality and better form of the education system. We have been trying our best to reduce the size of the classrooms and the number of pupils per class. We have also continued to request the improved supply of equipment and furniture, apparatus and all the necessary requisites for teachers to teach effectively. Each year efforts are being made to lobby for some support among some members of parliament to increase the allocation of funds to education.

However, the situation is made worse each year because of the economic situation in which we are today. Each year the allocation of funds to education is less and less, causing the standards of education to deteriorate seriously. There are some schools especially in the

rural and some suburban areas where there are no furniture and desks, thus making teaching practically impossible for the teachers. We hope that the situation will improve, especially when school PTA's are strengthened and are made functional by the legislation which is being prepared to make them independent and self-sufficient.

(c) Teacher organisations, especially those in developing nations, have been organising themselves in order to strengthen themselves. We are all aware that trade union movements, especially those found in Africa, are relatively young and in developed countries they are big. Those in developing countries are also faced with a lot of obstacles from the politicians and other forces. In order for them to survive, they had to organise themselves from the grassroot level to the top. In some countries the teacher unions or associations are either run by the state or merely exist on paper without specific function. The teachers' union of Zambia has undergone similar situations. We have been under some pressure from both the government and others who are anti-union, but because of proper organisation which includes among other things conducting of union meetings, mobilisation, conferences and seminars and other forms of education, we have been able to survive. As teacher organisations we are bound to continue to face these problems. This kind of tampering with the freedom of association is not restricted to developing countries, but even the developed countries have similar situations. However, we have tried to maintain professionalism, that is why the union fought for the creation in Zambia of a teaching service commission to handle the teachers' problems. We are pleased to state that this was formed some years ago to meet the needs of teachers.

(d) Members' education. Apart from organising ourselves for consolidating the organisation and other activities in defence of teachers' rights and the teaching profession, the teachers' union has been engaged for the past ten years in workers' education activities to provide education to members and to educate the workers' education educators.

So far more than a hundred teachers in the provinces have been trained as teacher educators and these, in turn, have been giving workers' education to teachers in the provinces so that the membership is enlightened about union activities. While we wish to acknowledge to the international organisations the support they have given us in conducting some seminars and conferences, the WCOTP in conjunction with some member

organisations have played the leading role. Indeed we are very grateful for this support. We hope and trust that you will continue to lend us this important aid so that we can benefit from these seminars and conferences.

Briefly therefore these are some of the activities which the teachers' union in Zambia has been engaged in. Of course there are many more which we have not included in this report.

The Evolving Role of Teacher Organisations

(a) Our primary concern should be strengthening the teacher organisation by acquiring properties, land and buildings and other business ventures to make us viable and strong economically, for we believe that in order to withstand pressure and consolidate our independence as a teacher organisation, we need to be economically strong.

Secondly, teacher organisations should also spearhead the formation of credit unions among teacher members, to save them from financial dependence on their employers. In this way teachers will be encouraged to save for their future, and will begin to obtain loans from their savings to purchase whatever they require, and plan for their future retirement.

I am very proud to state that the teachers' union in Zambia has done well in this direction. Many credit unions have been formed which are run by the teachers themselves, and some of them saved and are still saving thousands and thousands of Kwacha.

The other areas we see as the possible economic ventures of the union are the opening of member canteens, especially in towns, where teachers can be served with decent meals at cheaper prices, cooperative stores and many other such ventures which can be operated by the teachers themselves.

The other field we feel the union can do well in is agriculture. Small holdings can be purchased by the union for the production of crops, fruit and livestock. In this way we shall be encouraging the members to understand the value of producing our own food, especially at this time when Africa is experiencing a serious shortage of food for its people. The Zambia National Union of Teachers has a small farm holding of 20 acres near Lusaka where they are trying to grow various crops. In this way supplementary income is generated from the farm. We strongly feel that teacher

organisations must be self-sufficient to organise and operate as unions or associations.

(b) Teacher organisations are increasingly becoming the instruments of change in educational matters. We will continue to be in the forefront of evolving the education system of our various countries. We all know that education is dynamic and is constantly changing to suit the economic, sociological and technological changes that are taking place in the world over. It is in this light that our approach to educational matters should be viewed. Teacher organisations are the conscience of the society, and teacher organisations should be able to adapt themselves to meet the future challenges. We have to continue giving advice to educational authorities concerning the quality of education, and the nature of curriculum to be evolved to meet the needs, aspirations and cultural aspects of our various countries. In that way we shall be the catalyst of the educational changes.

In addition to these vital roles we must be seen also to champion the cause of democratisation of education, in order to foster in the minds of our pupils the ability to grow and to develop independent minds, minds full of inquiries and ready for participation in fuller life after school.

(c) Fight for universal education and education as a right of every citizen of the country. One of our primary objectives as a teacher organisation is to press for more and more increase in the provision of education for all the people in the country. Each and every child is entitled to education. Our role therefore is to pressurise our governments to increase the annual allocations to both capital and recurrent expenditures on education. While we appreciate the state of the economy in Africa, while the recession has taken too long to abate, our stand on this issue is very important because education is the only way towards economic recovery. We know that our resources are each year diminishing. Nevertheless, an impact should be made in the field of education and teacher organisations should be seen to be very active on these matters, in fighting for more educational resources and expanded services.

(d) Teacher organisations should fight for global peace and against all forms of discrimination. Wars and threats of wars directly affect and disrupt the peace of both teachers and their pupils. In order therefore to have peace in the world, the educational system should be designed to develop in children love for one another irrespective of origin, colour or creed. Teachers have

a great role to play in developing this kind of love among the children. We can see that racial prejudice in Southern Africa is bringing calamities to all mankind. The racial system there is dehumanising the black people of that country and the consequencies are deeply disturbing.

The threat to human existence also comes from the super powers whose accumulation of modern weapons, especially nuclear power, are constantly reminding us of the threat to life. We should therefore play our role to reduce these tensions in our little but positive way.

C. Statement by Leonard M. Nkala, First National Deputy President, Zimbabwe Teachers' Association

My statement on theme II of this conference is based on what we, in the Zimbabwe Teachers' Association, believe to be the evolving role of a teacher organisation. The statement will further project some of the basic functions we feel ought to be performed by such an organisation. I also propose to clearly outline the structure of our organisation in an endeavour to project our modus operandi.

The organisation was born in 1980, the year Zimbabwe attained independence. During the colonial era, there were two main teachers' organisations in Zimbabwe. They were ZI.T.A. for the black teachers and N.T.A. for the white teachers.

ZI.T.A. negotiated for unity with N.T.A. and ultimately ZIMTA came to be recognized by government as the only authentic teachers' organisation in Zimbabwe.
It should however be noted that the teachers' organisation has had a long history dating from 1942 when the then African Teachers' Association, A.T.A. was formed. There have been changes in names and character of the association since its inception, viz. African Teachers' Association in 1942, Southern Rhodesia African Teachers' Association, Rhodesia Teachers' Association and currently the Zimbabwe Teachers' Association.

The Structure of the Association. In hierarchical order, the following is the administrative machinery of the organisation:

(a) School representatives
(b) Branch executives
(c) Provincial executives
(d) National executive
(e) National conference, which is the supreme organ of the association.

The organisation is administered by the National Executive Committee comprising the National President, the First National Deputy President, the Second National Deputy President, the National Secretary General, the National Treasurer, the Chairpersons of the ten association's provinces as well as one representative of each of the following interest areas:

(a) Primary school assistant teachers
(b) Secondary school assistant teachers
(c) Primary school headmasters
(d) Secondary school headmasters
(e) Tertiary and university lectures
(f) Lady teachers' representative

Membership. Membership of this organisation is open to all serving teachers upon payment of their subscriptions of twelve dollars or one dollar per year or month respectively either by stop order or by hard cash. Associate status is accorded to retired teachers.

Aims and objectives of the Association. Like all meaningful organisations, the Zimbabwe Teachers' Association has basic aims and objects formulated as follows:

(a) To promote the material, social and professional welfare of all the teachers in Zimbabwe.

(b) To promote the educational interests of all the people of Zimbabwe.

(c) To engage in activities whose aim is the retention and promotion of those aspects of the culture of the people of Zimbabwe that are considered worth preserving.

(d) To cooperate with the Zimbabwe Ministry of Education in particular, and the Zimbabwe government in general, in promoting the nation's educational programmes and general welfare of the people.

(e) To associate with and assist other organisations with similar objects in Zimbabwe and other parts of the world.

(f) To acquire and utilise property for the promotion of the Association's objects.

Skills training. In our view, an education system should be able to prepare men and women for integrated active life so they may attain better skills and qualifications for them to be useful in society in which they live. To this end, the Zimbabwe Teachers' Association has embarked upon the

training of its personnel to acquire the following essential skills:

(a) Organisational skills
(b) Financial administrative skills
(c) Communication skills
(d) Evaluation skills
(e) Motivation skills.

The target groups have been school representatives, branch executives and the provincial executives.

Some of the above stated skills have been achieved through leadership seminars, provincial and national conferences, branch meetings, keynote addresses given by sound competent educationists and in-service courses for the teachers.

The Association is working hard towards the realisation of a single teaching service for all its members. There is also an intensified recruitment drive to attain 100% membership. A group insurance scheme for the members has been established and the National Executive insurance cover against road accidents while on ZIMTA business has been attained. The burning issue of salaries is handled by the National Executive Committee through negotiations with Ministry officials. To meet the day to day running of the organisation, ZIMTA has two employed office staff, one full time executive secretary and one full time organising secretary.

It is worth noting that some of the successes ZIMTA has scored could not have been achieved had it not been for the cooperation and assistance both human and financial from other teacher organisations, namely WCOTP, CTF, OAJ, AATO and SFL.

The Zimbabwe Teachers' Association has finally taken steps in sharing resources in personnel and ideas with its sister organisations within and outside Africa. It is from this mutual contact that ZIMTA has learnt psychological and diplomatic approaches to problems from other teacher organisations. In return, and in a small way, recently ZIMTA sent a representative to Mozambique as one of the resource persons for a teachers' leadership workshop.

In conclusion, Mr. Chairman, the successes that have been realised by ZIMTA have come about as a result of careful planning, implementation and evaluation of our programmes of action.

CONCLUSIONS OF THE CONFERENCE

THEME I: VOCATIONAL EDUCATION - PRIORITIES AND STRATEGIES

A. Preamble

1. The Conference endorses the definition of vocational education established by Unesco, as follows:

   "The educational process when it involves, in addition to general education, a study of technologies and related sciences and the acquisition of practical skills and knowledge related to occupations in the various sectors of economic and social life."

2. The Conference stresses the distinction between vocational training, which prepares people for employment in a specific occupation, and which may appropriately be carried on in a setting other than the school, and vocational education, which is directed towards the full development of the potential of the learner. The latter should be a major concern of the school system, and an important element in the education of all young persons. While seeking to ensure that school leavers possess skills which are immediately usable, either in the world of work or as a basis for vocational training, it should also provide knowledge and skill likely to be of permanent value and to enhance the capacity for adaptability and further learning.

3. In particular, vocational education should concentrate:

   (a) on providing accurate knowledge about the world of work,
   (b) on developing realistic and constructive attitudes towards work, and
   (c) on providing practical activities which lead to self-discovery, to a positive self-image, to self-reliance, to realistic assessment by pupils of their own potential and predilections, and to a wise and appropriate choice of life goals and occupational field.

4. Vocational education should:

   (a) provide for the maximum equality of opportunity;
   (b) provide avenues by which each pupil may advance to the highest possible level of achievement;
   (c) be so planned and organised as to provide the closest possible links with programmes of

vocational training both inside and outside the educational system, and in both the public and the private sector, to respect the priorities of economic and social development, and to take account of manpower policies, without however compromising its essential purposes.

5. The first priority and prerequisite for the reform of vocational education is the creation of a pre-vocational curriculum, beginning in the first days of school attendance, and requiring extensive changes in the content and methodology of primary and secondary education. (These changes are specified in later sections of these conclusions.)

6. It is in this pre-vocational phase of education that the perceptions, pre-dispositions and values of pupils will be formed. The Conference recognizes that society will continue to reward different forms of work in different ways, and that there are limits to the influence that the school can exert. The Conference nevertheless insists on the urgency of making every effort to teach respect for all forms of work and for all workers, and to combat false ideas of status which not only undervalue productive manual work but also lead to neglect of artistic, artisan and athletic talents which are precious assets in individual life and community development. Social and individual development alike require a harmony of head, hand and heart, a harmony which must be established from the first day of schooling.

7. Pre-vocational education must take account of the fact that the informal education of the child begins at home. Children come to school possessing skills and attitudes acquired from their earliest years. The school programme may build on these or may try to modify these. It cannot and must not ignore them.

8. Pre-vocational education must also take account of the moment when boys and girls will eventually proceed to training for a job or a career, either through vocational education, through on-the-job training, or through non-formal learning in the world outside the school. It must never lose sight of its goal of preparing young people to make knowledgeable, responsible and realistic choices.

9. It must be recognized that vocational education cannot immediately create jobs which do not exist. It will not therefore guarantee employment and must not pretend to do so. In the long run, however, it will be an important factor in making possible the development of new industries, new businesses and new occupations. It

will also contribute greatly to the adaptability of workers, and to that extent will minimize the danger of loss of employment through the obsolescence of skills. To secure the greatest benefit, however, the development of vocational education in the school system must be accompanied by the establishment of specialised training centres and coordinated with overall, long-term economic policy and manpower policy.

10. As in all sectors of education, the role of the teacher is a central and crucial factor. Success in the reform of school programmes depends on the attractiveness of the teaching profession in terms of remuneration, conditions of work, promotion possibilities and security. In such terms, the profession must be able to compete with other occupations to secure the services of talented people. Of particular importance at all stages of reform will be the provision of appropriate training for teachers. The more advanced and specific the level of vocational preparation, the more necessary it is that teachers be appropriately specialised.

11. Educational reforms can succeed only if there is systematic consultation with representatives of the organisations of the profession, if a carefully planned programme of experimentation and pilot programmes is followed, and if extensive efforts are made to secure the support of parents and the public.

12. While recognizing that the economic problems of countries in the region are putting public budgets under severe strain, the Conference emphasizes that the long-term value of vocational education justifies and requires the greatest possible effort to finance the reforms which are proposed in the following sections.

13. Specific recommendations on each of the above points follow in later sections of these conclusions.

B. Recommendations

The Conference addresses the following recommendations to teacher organisations and educational authorities in the region of Southern Africa:

1. Reform of the methodology of education

(a) The principle of harmony of head, hand and heart requires that methods at all stages be centred on the activity of pupils. Learning must be pursued through doing, with constant effort to ensure that pupils understand what they do and why they do it,

know what the results will be, understand the nature of materials and tools, are introduced to the natural laws, scientific principles and economic factors involved, and are encouraged to think of better ways of doing things.

(b) This approach requires extensive re-designing of curriculum, a new approach to materials involving identification in the immediate environment of the school, and manufacture at the level of the school, of low-cost materials and equipment.

(c) Since teachers have not generally been trained in the skills of planning and conducting activity-based education, or of preparing necessary materials, a widespread effort of in-service education and training, and the provision of advisory services, are urgently required.

(d) New methodology requires new forms of evaluation and assessment.

(e) In summary, reform of methodology implies reforms in:

(i) curriculum, including the procedures for curriculum development;
(ii) teaching and learning materials, methods of producing them, and ways of using them;
(iii) teacher education and training;
(iv) evaluation and assessment.

2. Curriculum

(a) Pre-vocational curricula should aim to contribute to a general education offering a diversity of real experiences wide enough for children to discover their own talents and predilections, so that they may make wise and well-informed choices regarding future specialisation.

(b) Pre-vocational education should be based on a systematic, progressive series of practical activities, related as closely as possible to productive work, and providing at each stage for:

(i) explanation of why things are done as they are;
(ii) consideration of how they might be done better;
(iii) information about the scientific principles and technologies involved;
(iv) theoretical studies (e.g. historical,

geographical and economic factors, goals of national development, environmental considerations);

(v) associated skills (e.g. mathematics, language).

(c) Conversely, the specific teaching of the traditionally "academic" subjects - mathematics, science, languages - should at all times focus on practical applications, supported whenever possible by demonstration of such applications in the physical, social and economic environment of the school.

(d) The physical and social realities of the environment of the school should be seen as a laboratory and a prime source of teaching aids at all levels of pre-vocational and vocational education. For example, agricultural processes offer keys to the teaching of biology, physics, chemistry, applied mathematics, engineering and economic concepts. The production of milk offers lessons ranging from zoology to hygiene and to cost and price calculations - even to studies of decision making: is it more prudent to sell milk or to sell the cow? Trade and commerce in the vicinity of the town school offer material for lessons on consumer skills, on economics, or on the management skills needed for self-employment. The maintenance of the classroom and its furniture can teach pride of craftsmanship as well as practical skills, the characteristics of materials, and principles of electricity and building design.

(e) Within the framework of the school curriculum, people skilled in traditional arts and crafts should be invited to demonstrate their skills and explain their work. In this way pupils can be encouraged to admire craftsmanship, to develop aesthetic appreciation, to respect their cultural heritage, and to see alternative possibilities for their own careers.

(f) In all respects and at all times, teaching should seek to ensure that pupils thoroughly understand existing and traditional technologies, while learning the nature of, and the reasons for the introduction of new technologies, and being encouraged to analyse the advantages and disadvantages of both old and new.

(g) Throughout the curriculum, emphasis should be

placed on versatility, resourcefulness and self-reliance, balanced by an understanding of the nature of interdependence, respect for the roles and rights of others, and the practice of cooperation and teamwork.

(h) Following the period of general pre-vocational education which should have established positive attitudes and a general understanding of materials, production processes, scientific principles, basic technologies and economic relationships, vocational education should offer a choice of specific programmes which

(i) are relevant to the economic priorities of the community and the nation;
(ii) offer courses of successive levels of specialisation;
(iii) offer alternative options of qualification for employment, qualification for entry to training outside the school, or qualification for further education.

3. Procedures for Curriculum Development

(a) Procedures, the roles of various participants in curriculum development, time lines, stages and the objectives of each stage must be clearly determined. Consultation between educational authorities and the representatives of teacher organisations, from the earliest stages, is essential. Such consultations should include identification of other groups who should be involved, and how and at what stage they should be brought in.

(b) A complete plan covering such matters as the structure and mandate of committees or curriculum development units, pilot projects, field testing, evaluation, design and production of materials, and teacher in-service training should be established before any decisive step is taken.

(c) Bearing in mind

(i) the open antagonisms and passive resistances which can be triggered by any form of innovation, and
(ii) that successful innovation depends wholly on the convictions and active commitment of teachers,

it must be recognised that genuine and visible involvement of representatives duly appointed by teacher organisations, beginning at the earliest stages of planning, is indispensable, and that a campaign of public information and education, in which the teacher organisation can play a vital role, is essential.

4. Organisation and Administration of Education

(a) Curricula and syllabi established by central authorities should permit and encourage modifications and adaptations to suit local circumstances, and allow wide latitude for teachers to exploit local resources.

(b) Nevertheless, it is unfair and unrealistic to place the main burden of reform on school-based innovation, or to expect that improvisation by teachers will compensate for inadequacies in the provision of resources. The cost of changing the school system will be unavoidably heavy, but it must be met if a sound foundation for national development is to be laid in the schools.

(c) Administrative procedures which should be reviewed and, where necessary, amended, include the following:

(i) The structure of the school year: is it suitable to the climatic and social conditions? Can local variations be permitted? At the secondary level especially, is it efficient for the purposes of teaching and learning?

(ii) Divisions between levels, and the articulation between levels. Are the procedures for the promotion of pupils educationally sound? Do they contribute to or reduce the problem of drop-out?

(iii) Links between informal, formal and non-formal education. Do they complement each other or operate in isolation?

(iv) Cooperation with the private sector and out-of-school agencies. Can business and industry give more help in equipping vocational classrooms, advising on the content of vocational programmes, lending part-time instructors or arranging work-study programmes for pupils and work experience for

vocational teachers?

(v) Coordination of economic, education and manpower policies. Are the structures and mechanisms working well? Which ministry is responsible for the control and policy direction of specialised vocational institutions? Is there provision for harmonising the policies of these institutions with the process of school reform?

(d) Although a progressive programme of general education should lead young people to a choice of specialisation, including a choice between further study and direct entry to vocational training, it is quite wrong to impose an arbitrary choice, at any stage, between streams bearing such labels as "academic" or "vocational". Such rigid and arbitrary divisions are still too common, are educationally unsound, run counter to the harmony of head, heart and hand, promote precisely the kind of disdain for manual work which is a principal reason for the urgency of reform, lead to drop-out, delinquency and wastage, and in general have serious negative effects. They should be eliminated as soon as possible.

(e) Especial attention must be given to the process through which boys and girls choose their future paths. According to the various circumstances of each country, guidance and counselling services, orientation centres and work-study programmes should be vigorously developed.

5. Evaluation and Assessment

(a) It is urgent that new methods of assessing pupil progress and identifying aptitudes be adopted. Although it will still be necessary to examine the degree of readiness of pupils for entry to specialised training, to specific jobs or professions, or to further education institutions, the usefulness of traditional methods of examination is very limited.

(b) In particular, methods of assessment based on continuous observation, and designed to allow pupils to show their competencies and abilities, rather than to rank them according to their mistakes, should be brought into general use.

(c) Evaluation and assessment should above all aim at helping teachers and pupils to decide how to

proceed in future, instead of merely passing judgment upon the past.

6. Teacher Education

(a) A large-scale effort of reform of content and methodology in the education and training of teachers is essential. Reform should concentrate on:

(i) finding ways to teach the methodology of activity-based education, especially with large classes and in rural areas;

(ii) teaching teachers how to seek out and create appropriate, low-cost materials;

(iii) teaching teachers how to exercise greater initiative and depend less on texts and workbooks;

(iv) developing positive attitudes in teachers, especially with regard to productive work and the dignity of labour;

(v) helping teachers to understand how they can involve parents and other members of the community in the educational process;

(vi) teaching teachers to understand and apply new methods of assessment and evaluation.

(b) The methodology of teacher training institutions, and the procedures for recruitment and training of their staff, must be reviewed as a matter of urgency.

(c) Large-scale, comprehensive programmes of in-service education and training, with emphasis on practical workshops, must be an essential part of all educational reform.

(d) Commissions or committees should be set up, with full involvement of teacher organisations, to study the question of the status of specialist vocational teachers, the levels of training required of them, and the means by which they can update and maintain their practical skills.

7. Research

(a) Intensive research is required in the following areas:

(i) methods and materials for activity-based education in the varying conditions of the countries of the region, with particular reference to introducing pupils to productive work;

(ii) methods of training teachers for new styles of teaching and for producing materials drawn from locally-available resources;

(iii) methods of evaluating and assessing the progress and aptitudes of pupils, taking account of cultural factors.

(b) Ministries of education should maintain information centres in which records of all pilot projects, field testing programmes and other innovative or experimental undertakings, together with reports on the successes achieved or obstacles encountered, are available for study.

8. The Role of Teacher Organisations

(a) To criticise and evaluate educational policies, in the light of their actual effects at the school level, and to suggest changes, is a necessary and legitimate professional function of the teacher. It is the responsibility of teacher organisations to organise and coordinate these professional activities, to undertake the study of problems, and to provide the authorities with evaluative feedback.

(b) Teacher organisations can play a most valuable role in convincing teachers of the value of innovations and familiarising them with new ideas and new methods.

(c) Teacher organisations should not, however, limit themselves to reacting to what is proposed by the authorities. They should actively study the need for educational reform, and regularly present their own proposals to ministries.

(d) The above activities should be carried out through a regular systematic programme of conferences, seminars and workshops.

(e) In accordance with the letter and spirit of the Unesco-ILO Recommendation concerning the Status of Teachers, adopted by a Special Intergovernmental Conference in 1966, and with repeated recommendations of the Joint Committee of Experts on the

Application of the Recommendation, teacher organisations should strive to obtain the creation of permanent mechanisms, such as standing committees or advisory councils, through which ministries of education and the representatives of teacher organisations may regularly review and consult upon educational policies and proposals for reform.

THEME II: THE EVOLVING ROLE OF TEACHER ORGANISATIONS

The Fifth WCOTP Southern Africa Regional Conference was privileged to be informed by representatives of teacher organisations about their past, present and future activities. After detailed discussions, the Conference came to the following conclusions:

1. Whilst recognising that teacher organisations may differ in terms of structure, strategy and forms of operation, taking account of the political, social, cultural and economic environments in which they find themselves, participants perceive teacher organisations as service organisations which should provide services for the benefit of their members, pupils and students, and society in general.

2. The basic functions of a teacher organisation should therefore be:

   (a) to promote and defend the rights of teachers and to provide job security;

   (b) to secure improved salaries and conditions of service for its members;

   (c) to promote and provide economic, social and cultural services for the benefit of its members;

   (d) to assist teachers to improve upon their professional competence and conduct, and help to raise the status of teachers;

   (e) to assist in the promotion of relevant education for the benefit of students, local communities and society.

3. With the attainment of independence of most of the countries in southern Africa, governments and other institutions expect teachers not only to pursue their

traditional role as defenders of their members, but also to contribute positively to the socio-economic transformations of the various societies in southern Africa. Teachers and their organisations, for their part, are demanding the right and responsibility of participation not only in the implementation of educational policies but in the formulation and evaluation of educational policies and programmes, as well as other social and economic policies that affect their welfare, the students they teach and society in general.

Teacher organisations in the region accept their dual role as defenders of their members and as partners in national development, but would like to ensure that their evolving roles should not make them subservient to, or assimilated into, national structures, so that they lose their independence and primary role as teachers' (workers') organisations.

It is also recognised that for teacher organisations to carry out their basic functions properly, certain activities have to be organised, and there is need for resources, including personnel. With assistance from WCOTP and its affiliates, most teacher organisations in the region have established permanent structures and carried out activities which have contributed to the growth of their organisations and the improvement of the welfare of teachers, students and society. However, in order to face the new challenges as well as to improve upon the overall performance of the organisations, it is recommended that teacher organisations should:

(a) Find ways of improving negotiating procedures and be prepared to speak up for their members and defend them when their rights are being threatened or trampled upon.

(b) Organise activities which will help to improve the quality of education and the professional growth and competence of their members. These should include the intensification of in-service training courses, initiating innovations, reforms in curriculum, writing of educational materials and textbooks, and continuously offering advice and making suggestions to educational authorities on matters affecting education and the welfare of teachers and students. Teachers and their organisations could be important agents of change in education and society.

(c) Promote and provide internal economic services, such as multipurpose cooperatives, credit unions, consumer and production cooperatives,

group insurance schemes, medical aid and other welfare schemes as well as income-generating projects for the benefit of members and the organisation.

(d) Intensify their membership drive by organising effective meetings, conferences and seminars and having regular contacts and two-way communication with the entire membership so as to ensure unity in the profession and the full commitment of members to the teacher organisation. It is believed that 100% membership will not only contribute to the strength and the bargaining position of teachers and their organisations but also reduce the financial dependency of the organisations. The more members the organisations have, the more resources they will have to meet the growing demands of the membership.

(e) Acquire properties and equipment which will help in the efficient organisation and administration of the organisation.

(f) Promote and support community-based development projects and activities which will help to improve local conditions and environment and to integrate educational institutions in the local communities.

To be able to accomplish these tasks, it is necessary for organisations to seek continuously the cooperation and support of parents, local communities, governments and other organisations which are interested in education and the welfare of teachers and students. It is also necessary for the organisations to strengthen their relations with other national workers' organisations, and sub-regional, pan-African and international organisations.

4. Teacher organisations can only perform these activities if the leadership and the entire membership are committed to the organisation. This requires knowledge, relevant information on national and educational matters. It also requires specialised training in curriculum development, administration, planning and evaluation, and improved and new leadership skills.

These specialised knowledge and skills can be acquired through continuous self-development, organisation of seminars, workshops and further studies. Even though all members need leadership skills, it is felt priority should be given to the national leadership and school

representatives (shop stewards). Taking into account the various conferences and workshops organised by teacher organisations with assistance from WCOTP and its affiliates and the additional leadership skills required for performing new roles, it is recommended that national teacher organisations in the region should intensify their in-service and leadership training programmes, especially for school representatives. To enable the organisations to have continuing leadership programmes with reduced cost, all participants were of the view that the most needed programmes are for trainers of trainers at the national and/or sub-regional and regional levels. Financial support and resource persons will be needed from WCOTP and its affiliates in addition to local resources and personnel.

Special attention should be given to the development of the following leadership skills in the trainers of trainers programme:

Group dynamics, decision making process, problem solving, handling of grievances, skills for negotiations, styles of leadership, role conflicts, writing of reports, evaluation, research, project and programme planning and implementation, budgeting, methods of improving internal and external relations, ways of generating resources, and accountability.

It was noted that some of the national teacher organisations have reached a stage in their development where they might consider specialising in certain areas of activities; for example, upgrading courses, workers' education, study circles, negotiations, industrial relations and cooperatives. National organisations are urged to have continuous dialogue among themselves through visits, exchange programmes, attendance at local meetings, conferences and seminars. There should be exchange of information on innovations in education, reports on seminars, workshops and economic projects.

It was stressed that the ultimate goal for development assistance and cooperation is to assist organisations to be self-reliant and encourage inter- and intra-regional cooperation. It is encouraging to note that some national organisations have already started assisting the younger and weaker ones.

Finally, it was agreed by participants that all national teacher organisations should have development plans which set out their needs and priorities to ensure a balanced growth. This would also make it easier for WCOTP and its affiliates to respond to the identified needs and projects.

Such development plans may be for three, four or five years or more and must be sufficiently detailed. All organisations should ensure strict and prompt reporting and accounting.

Participants would like to place on record their appreciation of the continuous assistance and support of WCOTP and its affiliates to the region.

FAREWELL ADDRESS

The Chairman of the Conference,
The Secretary General of WCOTP,
The Secretary General of All Africa Teachers' Association,
Invited Guests,
Fellow Delegates,
Ladies and Gentlemen,

On behalf of the Teachers' Association of Malawi, TAM, I wish to express our profound gratitude and honour that you have allowed us to host this very important Conference on "Priorities and Strategies for Vocational Education". There are a number of reasons why we feel that way and among these is that there is urgent need to find solutions to problems of unemployment which independent and dependent African countries now have to struggle with.

Whereas we cannot claim that the conference has found all ready-made solutions to implementation of vocational education in our communities, one thing we are sure this conference has achieved, and that is increasing the awareness of the urgency of vocational education in an effort to achieving economic and social development of an individual, the communities in which we live and, above all, our respective nations.

They say the proof of pudding is in the eating. This calls for concerted action by all the teacher organisations represented here to come to some conclusions about this demanding issue now at our doorsteps, and to be in the forefront in changing negative attitudes towards manual work.

The Teachers' Association of Malawi is one of the youngest teacher organisations in Southern Africa. We are constantly learning organisational skills and new knowledge in various activities with a view to upgrading the association's activities in improvement of the academic and professional standards of our unqualified and less qualified teachers, and in the exchange of information with fellow teacher organisations.

Our Life President, Ngwazi Dr. H. Kamuzu Banda, has repeatedly said that the boundaries between our respective countries are artificial, meaning that we are the same people. This was shown very clearly during our four-day deliberations, when we noticed that the problems obstructing the implementation of vocational education proposals are similar. We noticed that among those problems are the

negative attitudes towards manual work, the scarcity of funds, etc. Ironical as it may sound, it is obstructions like these which could - and should - put us in a position of strength. In so doing, we will be able to stand up to the vocational challenges of our times.

Therefore, teacher organisations should continue to hold conferences of this nature (funds permitting) so that there can be exchange of view and professional knowledge among teachers in various countries.

Before I end these remarks, Mr. Chairman, permit me to thank the Secretary General of WCOTP, Mr. Norman Goble, for coming here. In spite of a plateful of international problems in the field of education, he has come here, and his presence and that of his wife, has added lustre to our deliberations. We indeed must thank Mr. Tom Bediako, Secretary General of All Africa Teachers' Organisation, for his unique ability to make us aware that what we thought to be an entanglement of vocational problems can, to some extent, be explained in a typical, down-to-earth African way. We must also thank you, Mr. Chairman, for the able, dedicated manner in which this conference has been conducted.

Finally, time has come when we have to say, sadly, "goodbye", and we wish you well all the way from Club Makokola to the classroom (since that is why all of us came). We trust that the little we have offered in the form of spontaneous happiness, friendliness and hospitality has shown you that Malawi is indeed the Warm Heart of Africa.

Thank you!

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APPENDIX I

CONFERENCE PROGRAMME

Theme I: Vocational Education - Priorities and Strategies

Theme II: The Evolving Role of Teacher Organisations

Objective I: To exchange views, and formulate a recommendation, on the concrete measures which should be taken to initiate effective reform of vocational education.

Objective II: To exchange views on measures which teacher organisations might take to become effective in meeting the changing needs of their members.

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Sunday Sep 22		Arrival of participants in Lilongwe, Malawi Registration in Capital Hotel
	15.00	Orientation Session
	16.30	Opening Ceremony and Keynote Address
	17.30	Reception
	20.00	Dinner
Monday Sep 23	08.00	Departure for Club Makokola, Mangochi
	14.00	Theme I: Analysis of Problems (Panel)
	17.00	Discussion
Tuesday Sep 24	09.00 - 12.00	Discussion of Priorities for Action
	14.00 - 17.00	Discussion of Priorities for Action
	19.00	Cultural Evening
Wednesday Sep 25	09.00 - 12.00	Discussion of Priorites (continued) Summation, Theme I
	14.00 - 17.00	Visit to Fisheries Training School
	20.00	Film Show
Thursday Sep 26	09.00 - 12.00	Theme II: Introduction (Panel) Discussion
	14.00 - 17.00	Discussion (continued) Summation, Theme II
	18.00	Closing Ceremony
	19.00	Farewell Dinner

Friday
Sep 27 8.30 Departure of Participants

In the Chair: Mr. B. Mafukidze
President, ZIMTA (Zimbabwe)
Member of WCOTP Executive Committee

Host Organisation: The Teachers' Association of Malawi.

APPENDIX II

NOTES FOR DISCUSSION

Theme I : Vocational Education - Priorities and Strategies

To introduce the discussion on this topic, a panel of speakers will analyse the keynote address by Professor Pai Obanya.

Delegates will then be asked to form groups to discuss the following questions:

1. Bearing in mind (a) the possible impact of new technologies and (b) the danger of neglecting valuable traditional technologies, what are the general and specific skills to which priority should be given in vocational education?

2. How well are the schools doing in providing these skills? What are the biggest problems?

3. What must be the first steps in overcoming these problems? Suggest what changes should be made, and how they might be made,

   a) in primary curriculum
   b) in primary methods
   c) in secondary curriculum
   d) in secondary methods
   e) in teacher training
   f) in other ways (for example, ways of providing experience of productive work, ways of creating better links between education and productive work, ways of changing attitudes and influencing choices by pupils and parents, etc.).

4. What should the teacher organisation try to do to change educational policies?

NOTES FOR DISCUSSION

Theme II : The Evolving Role of Teacher Organisations

This theme has been chosen because the Fourth WCOTP Southern Africa Regional Conference (April 1982) recommended:

> "that the next meeting of teachers be devoted to strengthening teacher organizations in Southern Africa with specific attention to examining in depth:
>
> the functions of a professional association;
> how to structure an organization most efficiently to provide full services to members."

On Thuraday, September 26, a panel of speakers will put forward their views on these topics, and a general discussion will follow.

Each delegation will be asked to make a statement, which should offer answers to each of the following questions:

1. What are the most important functions of a teacher organization?

2. What kinds of activities should it undertake to carry out these functions?

3. What skills do its leaders need to organise and carry out such activities?

4. How can these skills be developed? What kind of training is most needed?

5. How can the countries of the region help each other?

6. What assistance from outside the region would be most helpful?

APPENDIX III

SUGGESTIONS FOR GROUP DISCUSSIONS

1. Discuss and list some practical steps which could be initiated and/or taken by your organisation to promote the new concept of vocational education at the school, local and national levels.

2. How can you improve upon the participation of teachers and the teacher organisation in the formulation and implementation of educational policies, especially vocational education?

3. Make some practical suggestions for the attraction and retention of teachers of vocational subjects.

4. What can your organisation do to help improve upon pre-service and in-service education for teachers to facilitate the development of vocational education in your country?

5. Make suggestions for improvement in the organisation and administration of vocational education. Possible ways of integration and ensuring the coordinated efforts for changing of attitudes, values as well as the relevant needs and potential job opportunities.

6. How can you hope to make use of some of the ideas coming out of the discussions in your country if you find them relevant?

APPENDIX IV

COUNTRY REPORTS (THEME I and II)

BOTSWANA

BOTSWANA TEACHERS' UNION

L.G. Mothusi

The positive effects of Botswana guiding principles of democracy, development, self-reliance and national unity which were originally political have permeated through into the whole life of its citizens. Education is no exception as evidenced in the speech by the late President Sir Seretse Khama when he officially opened the Science Education Programme for Africa (SEPA) in Gaborone on the 20th May, 1980 and had this to say:

"We in Botswana have, during the fourteen years of independence, tried to tackle, all at once, all the aspects of our education system; primary, secondary, teacher training, technical, non-formal and higher education. We are trying to ensure that our education system relates and reflects the values of our society, of which it is but a part. During this 14-year period of independence, we have evolved a set of four principles which should give a clear sense of direction to our educationists in planning our education strategy. These four principles are democracy, implying a free say for all our people in the political, economic and social affairs; development, meaning the acquisition of physical and human resources to create a strong economy whose benefits all may share equitably; self-reliance, meaning that we should manage our affairs with local physical and human resources without depending on external assistance; and finally unity, meaning that we should build a united nation with a strong sense of national character, identity and pride. Our education system is therefore geared to promote the achievement of our development or national philosophy which is an amalgam of the four principles (Kagisano)."

Botswana, like many countries of the same status uses the principles of multi-year plans of five to six years. Related to these plans the government has evolved four development objectives of: rapid economic growth, social justice, economic independence, and sustained development.

Education is looked upon as the best tool for developing manpower resources since no country can develop above the

level of the education of its people. Personnel that leave school would have to find employment outside government sectors; in the private sector and informal sector, including self-employment. So, education is to provide the school leaver with employable skills to fit into one of the above sectors of employment. More so that according to forecast in the National Development Plan 6 (NDP 6) (1985-1991), the working population is expected to grow at 21,000 per year, plus returning migrant workers at 20,000 per year, but the formal and informal sectors are expected to create 11,500 jobs per year. Technical and vocational education (TVE) may not have all the answers for the school leaver problems, but skills that TVE imparts to learners are useful to make them somewhat self-reliant when compared to purely academic competencies.

As recognition of this need to invest in human beings the government has, through its multi-year plans, made education a priority. Annual budgets, particularly those for the past financial year of 1984/85 recurrent expenditure was 21.5 per cent of the national budget and this was the highest. Additionally, for the NDP 6 (1985-1991) education will supersede other ministries with 10.9 per cent.

Technical and Vocational Education

In the context of Botswana the two terms "technical" and "vocational" have always been used together and applied jointly. This context meets the definition by Unesco (1978), being:

"... the education process when it involves, in addition to general education, a study of technologies and related sciences and the acquisition of practical skills and knowledge relating to occupations in the various sectors of the economic and social life."

Nursing is included in this category while teaching is not. It is a noble profession. Both teaching and nursing are outside the scope of this paper since each deserves a category of its own.

The government's goal is to secure adequate numbers of suitably skilled qualified citizens to achieve rapid social and economic development, with special emphasis on rural development and employment creation (Draft NDP 6, March 1985).

There is also emphasis on developing industry and commerce, diversification of the economy, since sole dependence on livestock and dryland arable agriculture is risky bearing in mind the frequent visitations of droughts.

Actual terms of the paper follow.

Applied Subjects in Secondary Schools

At present TVE is offered by the Ministry of Education through several practical subjects which are home economics, agriculture, woodwork and technical drawing. The purpose is to introduce students to elements of technology and to develop basic skills of using tools and materials, which skills are needed when one follows a specialized training to qualify for a job, occupation or trade.

Though the intention of teaching these subjects is not to prepare these young people for specific occupation, the competencies so acquired become useful as employable skills for the school leavers.

An innovation introduced in 1984 was the construction of a fully equipped technical wing at Lobatse Secondary School, offering computer science, metalwork, carpentry and technical drawing (Ministry of Education Annual Report, 1984).

With the implementation of the new educational structure in 1986 (7-2-3), the junior secondary level will offer "technical studies" which blend woodwork, metalwork and technical drawing in addition to home economics and agriculture.

At senior secondary school level, technical studies are separated for advanced instruction and with a view to providing qualifying entrance to specialized training and for jobs if secondary education is terminal for some students.

Brigades

These are medium-size or small training and production units which accept primary school leavers for two to three years and train them in work-oriented activities. At present there are 21 centres offering on-the-job training in varied trades such as building, metalwork, vehicle repair and maintenance, carpentry, welding, draughtsmanship, plumbing, electrical engineering, business management, textiles, agriculture and forestry. English and mathematics are offered for communication and computational skills needed in the learning. Those who qualify and possess the potential to proceed get admitted into higher institutions.

Brigades contribute significantly to employment generation, industrialisation and training in rural areas (Draft NDP 6 of March, 1985).

Brigades are autonomous since they are established at the initiative of local communities. They are managed by local boards of trustees. So government does not direct their activities except through funding and technical assistance. But because of the significant role brigades play in national development, the government is playing a greater support and monitoring responsibility.

Brigades are a direct responsibility of the Ministry of Education with the Director of Brigades coordinating activities on behalf of the government.

Brigades Development Centre (BRIDEC) was established in 1978 to serve as an institution through which all government support is channelled. This support is in the form of grants, subsidies, donations from donor agencies and technical assistance. BRIDEC has also to supervise finances by checking accounts and auditing them. It also liaises with support Ministries of Agriculture, Commerce and Industry and Local Government and Lands.

Brigades will continue to receive support, and grow numerically from 700 trainees at present to 1,200 by 1990/91 (Draft of NDP 6, March, 1985). In quality, brigades are expected to improve standards and government intends to provide professional staff as business advisors, management trainers, accounts trainers and auditors. Improved syllabuses, curricular designs, teacher guides and tests are now being developed.

Hopefully, those who qualify will serve development with high efficiency.

Government Technical and Vocational Institutions

Auto Trades Training School (ATTS)

Established in 1982 with financial and manpower sponsorship from the German Aid Organization (GTZ), ATTS is intended to produce auto mechanics for government and to improve skilled manpower and greater efficiency in the motor industry.

Beginners would be J.C. leavers or brigade leavers who possess high potential. Other entrants would be from employment. They learn theoretical and practical skills in welding, turning, milling, shaping, applied science, technology, mathematics and drawing instructions. When they qualify, these graduates would receive Trade Test Certificates ranging from B to City and Guilds in related fields.

These auto mechanics would be able to do auto repairs to petrol and diesel engines, electric appliances, hydraulics

and overhauling. Some would continue advanced at the Polytechnic.

The Central Transport Organisation (CTO) runs similar courses on the basis of on-the-job training. CTO is a government unit that controls, manages and maintains all government vehicles. It also conducts in-service training mainly for government drivers.

Botswana Polytechnic

The origins of the Polytechnic date back to 1982, then called Botswana Training Centre (BTC). In addition to craft training at the same level as those at brigades and ATTS, commercial training in typing, bookkeeping, auditing and office work were carried out solely to upgrade working skills of government personnel. Courses lasted one year.

Polytechnic expanded and moved to new premises in 1974, this time with assistance from the United Nations Organisation, and then adopted the new name of National Centre for Vocational Training with more craft courses that still lasted for one year.

In 1979, the institution became a typical Polytechnic whose courses became more advanced and taught to the standard of craft certificates of the City and Guilds of London Institute which is internationally recognised.

Over the past few years, Polytechnic has gone beyond its role of training skilled manpower for industry and has widened its interest to the training of technical teachers and instructors for secondary school, industry and technical education, the training of the science laboratory technicians and moving into fields of supervisory management.

Entry qualifications are higher than for craft courses, and there is an opportunity to go on to higher technician training which is equivalent to degree level.

Most technician courses are at present offered on a sandwich basis in which students attend for up to a year full time at the Polytechnic, return to industry for an equal period and then complete their studies by full time for a further period of one year. The arrangement is intended to be flexible to meet the needs of industry. Part time courses are available for technicians working far from the Polytechnic.

Sponsorship may be from government, donor agencies or local industries where some students may be working.

The intake has grown rapidly from 120 in 1979 to over 600 in 1983 and a planned further increase to about 900 in 1986. This arrangement includes evening classes.

The major development planned in TVE training for NDP 6 is the construction of four Vocational Training Centres (VTCs) at Selibe-Phikwe, Jwaneng, Palapye and Maung. The centres are to train artisan level workers. They will also undertake in-service training for artisans in industry. It is clear that many workers in industry have been given inadequate training and the VTC's will offer additional training through a combination of block release, day release and evening courses (Draft NDP 6, March, 1985).

Regionally, the VTCs will cover traditional artisan skills plus fishing and boat-building, hotel and catering, sewing and tailoring, shorthand and typing as well as office practice. VTCs will also have facilities for the upgrading of local rural craft (ibid).

Botswana Institute of Administration and Commerce (BIAC)

This is an advanced outgrowth of Botswana Training Centre and offers courses on finance and administration for government officers and to private sector and feed individuals to a very limited extent. This institution is directly under the Office of the President which also has the directorate of personnel under its umbrella. Duration of courses ranges from four to twenty weeks.

Training Outside Government Jurisdiction

One institution, the Institute of Development and Management (IDM) which was Canadian sponsored offers training in finance and administration to top and middle level personnel from government, the private and informal sectors of the economy and administration.

Its training encompasses Botswana, Lesotho and Swaziland and has regional offices in these countries with headquarters in Botswana. Its input has greatly enhanced skills of managers and supervisors.

Lastly there are many firms, individuals and institutions conducting TVE courses for a developmental reason or another. A "Background" draft to NDP 6 of March 1985 summarizes this observation thus:

"Throughout Botswana, industry, commerce, private sector, vocational centres, parastatals and government are all active in technical and vocational training. Collectively they offer training opportunities in varying degrees and

forms to more than 9,000 trainees annually in about 70 different centres."

General

1. Government and the people of Botswana have recognised the need to attend to developing manpower resources as investment in human capital for social, political and economic development through education: hence the proliferation of many forms and institutions of education.

2. One area of training that is presently neglected is panel beating and spray painting aspects of motor repair (Draft NDP 6). Government is aware of this neglect and hopefully it will be attended to in the near future.

3. Another area of neglect is the area of training for business. There is need for incorporation into secondary level and other institutions courses in bookkeeping, elementary economics, commerce, accounting and auditing to prepare school leavers for this type of activity in life after school. Government extension services in this regard are highly inadequate. The target groups are adult business people who take long to even conceptualize the significance of financial control and business management.

Technical and Vocational Training

Throughout Botswana, industry, commerce, private vocation centres, parastatals and government are all active in technical and vocational training. Collectively they offer training opportunities in varying degrees and forms to more than 9,000 trainees annually in about 70 different centres.

Government with 36 centres provides the greater input through such institutions as the University, the Polytechnic, the Botswana Institute of Administration and Commerce, the National Health Institute, the Roads Training School, the Police College, Prisons and the (government-aided) Brigades. Various government departments have facilities to satisfy their own needs, and of these Cooperative Development, the Unified Local Government Service and the Central Transport Organisation are foremost. Besides this there is an increasing emphasis on vocational training as an important element in the secondary school curriculum. A technical wing has been added to Lobatse Secondary School and during NDP 6 other such wings will be provided at senior secondary schools to help to prepare students for higher level technical courses.

The parastatal and private sectors have at least 13 centres with BCL, the Botswana Power Corporation, Barclays and Standard Banks, Debswana and the Telecommunications Training Centre providing the most places. The Institute of Development Management (IDM) provides training for professional and managerial level staff. The balance of training opportunities are provided mainly by private schools specializing in commercial subjects. Finally there are overseas training opportunities for Botswana, sponsored by government, private and parastatal enterprises and foreign donors.

Training opportunities for artisans have existed for some time and recently more advanced training courses have been developed. Furthermore, to effect greater local investment in industry and commerce, technician and supervisory level training is currently undertaken and, for the future, diploma and technical degrees are envisaged.

Within the formal technical education sector major proposals can be summarized as follows:

- decentralization of technical education with the creation of VTCs in the districts;

- expansion of total capability to meet the demands of the technical/industrial/commercial sectors and the need that the 1984 increased secondary intake will subsequently create;

- acceleration of localization of posts through the introduction of higher education opportunities;

- integration of technical education/training facilities to provide continuity of opportunity from Brigades through vocational and polytechnic courses;

- enlarging technical teacher training facilities to meet expansion of secondary and technical programmes;

- more effective utilization of existing facilities by extending the working day and the working year;

- consider the advisability of a second round of vocational training as and when necessary.

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LESOTHO

NATIONAL ASSOCIATION OF LESOTHO TEACHERS

S.K. Mputsoe

Theme I

Education in Lesotho started as far back as in 1833 when three French missionaries came to Lesotho. Other missionaries of other denominations followed and continued the development of education.

The training of students during those days was solely to produce office workers such as clerks and interpreters. Little attention was paid to vocational education.

A change came about in 1905 when an Institute to be known as Lesotholi Technical Institute was established. As the name implies it was started during the reign of one of the powerful paramount chiefs who was known as Paramount Chief Lesotholi. The Paramount Chief urged the British government that a vocational institute be established. The institute offered vocational skills like carpentry, building, electricity, engineering and horse-shoeing.

Later the French missionaries, now known as Lesotho Evangelical Church, established a vocational institute known as Leloaleng Technical Institute. This Institute was established in the Southern position of Lesotho in the district of Quthing while Lesotholi Technical was in the heart of Maseru, the capital. A similar pattern of vocational skills as taught at Lesotholi Technical Institute were taught at the latter institute.

Girls were not neglected in offering them vocational education. Their programmes included handicrafts: working with cloth and wool.

We can justifiably comment here that the two groups of students were just being prepared for hire and they were given little opportunity for employing themselves.

The wind of change that blew over the whole continent of Africa, which wind was expressed by the Prime Minister in England, Mr. Harold Macmillan in 1960, blew also in Lesotho. Six years later Lesotho got her independence from the British.

Achievements reached by Lesotho Government

Lesotho government improved the education academically and

vocationally. Efforts were being undertaken to organise in-service training for teachers. The teacher organisation is working hand in hand with the government in seeing that vocational education is given the right atmosphere at schools.

Thanks to our government in seeing that the right teacher is trained to shoulder this important responsibility. Students who have required vocational skills are encouraged to follow teacher training qualifications. In this way the child is brought under the right and correct atmosphere. We lay emphasis that a child should be brought into vocational interest right from nursery school, primary school, secondary school and high school. We believe in progression; the right spirit inculcated at the early age of the child will but enhance the spirit in his/her later years.

We in the Kingdom have tried to bring in the interest of students by presenting their vocational skills in displays to be viewed by the community and the authorities, to present them in local shows for competition. Children like competition.

Family life education has also made some contribution to vocational education as family life education is the motto in the programmes of development. Lesotho Youth Clubs plan parental associations so that real fine characters are created and that parents can appreciate what the youth are doing.

To crown it all our government has devised some policies and methods whereby some standards of character may be brought in amongst prisoners. Prisoners are given vocational education in an aim to have them self-employed once they leave the prison walls and that at least they can forget their criminal practices. Our prisoners are good at making grave stones, cement blocks, bricks. The government is thinking of some advances to help ex-prisoners to get a start somewhere.

The National Association of Lesotho Teachers, being an unwinking eye on the government, urges the government that trained vocational teachers are satisfied with their remuneration and conditions of service.

Theme II

We are tackling the topic from the National Association of Lesotho Teachers' point of view. The National Association of Lesotho Teachers is a teacher organisation recognised by the Lesotho government in the Kingdom of Lesotho. Its

constitution, like all other constitutions of teacher organisations of the world, is readily acceptable to educational ideals.

We would wish to make a brief analysis of what we understand by "evolving" and by "role". By evolving we understand that something is continuing inceasingly and in the light of teacher organisation profitably, yielding some good fruits, conducive to good health. By role we understand such mechanism, such manipulations as will get something going.

We argue that teachers all over the globe are responsible for healthy education in their respective countries. They have legitimate right to organise, and governments should allow teachers to organise.

Teacher organisation should convince teachers that they are serving, that they are doing them good service. Teachers are educationists and they are to blame if education is not up to mark in their countries. Children should receive such education as to satisfy their whole being and ensure that some good future is created for them. The community must be satisfied that good attention is paid to their children. In other words everybody concerned should be satisfied, the teacher included.

The teacher has the right to live. In order that he/she should exercise his/her duties efficiently, his needs and the changing needs should be met by the teacher organisation. The teacher has the right to educate his children. His changing needs should be met by the teacher organisation. (1) Status of the teacher, and (2) conditions of service are milestones.

We take the teacher organisation as a mouthpiece, joining the teacher with the government. The teacher is placing his trust in the teacher organisation and this trust must be enhanced. The hope of a child is in the father, is in the mother. The teacher should find himself safe in the arms of the mother, the teacher organisation.

We take it that the teacher has been allowed to organise, we take it that the teacher organisation is a mouthpiece in the name of the teacher. The teacher is well protected if he knows that the teacher organisation is getting him a representation in the government. How can this protection be achieved? The teacher organisation should see to it that in all matters concerning education it is represented. The knowledge alone that there is representation of the teacher in all bodies affecting education, will help to meet the needs of the teacher. We live in a world of changes and fluctuations. These changes should from time to time be accommodated by the teacher organisation. That means the teacher organisations should prove beyond doubt to the

government that changes are genuine and should be favourably considered.

In the Kingdom, our teacher organisation has sought representation in all the bodies concerning education. We are represented in such bodies as Examination Council, Joint Reference Committee (which deal with salaries of teachers), National Teacher Training College and National University of Lesotho. It is gratifying to inform honourable Delegates that for the first time in the history of the Kingdom, a member of our teacher organisation was invited to appoint a nominee in the 1984 Salary Review Commission. The acute crisis that used to exist between teachers and managers is fast fading, and this is through the efforts of our teacher organisation working closely with the government to eliminate any unhealthy relations and situations. Our target is now to have every teacher an active member of the teacher organisation. For your information, we have a population of 7000 teachers in the Kingdom. We are negotiating with the government to arrange a return to a stop-order system, for we think that this is the only healthy approach to payment of subscriptions by the teacher.

One thing we resolved with our government was the establishment of a Teaching Service Commission. Such a Commission has now been implemented and this has pleased our teachers.

One other goal our teacher organisation has won for the teacher is to get him pension when he retires.

Our teacher organisation is grateful to WCOTP for their untiring communication which has set us on a strong footing. We are also grateful to other global teacher organisations who have when occasion arose made close contacts with us.

We therefore conclude that if the teacher organisation can be in the position to satisfy the teachers' changing needs, then the evolving role of the teacher organisation has been met and education will reach the desired goal.

MALAWI

TEACHERS ASSOCIATION OF MALAWI

F.J. Tonthola

PREPARATION OF SKILLED MANPOWER FOR GOVERNMENT COMMERCE AND INDUSTRY

A Brief History of Malawi's Technical Education

Nyasaland as this country was called during the pre-independence time had her first educational establishments started by the early missionaries. This was also true with skill training which was offered by the missionaries at a very minimal scale. The courses included brickworkers, carpenters and joiners, very basic general fitters.

The aim and objectives of establishing the skill instructions were:

- to produce skilled men who could assist in the construction of mission buildings;
- to produce skilled men who could be used to manufacture furniture from the local wood which was in abundance;
- to produce skilled men who could be used to repair and maintain buildings and some machinery.

The missionaries established several technical institutions and those still operating include:

1. Livingstonia Technical College
2. Namitete Technical College
3. Mzuzu Technical College.

Livingstonia Technical College is the oldest institution. The place was originally known as Khondowe and it is where teacher education started. Most of the first Malawian educationists came through this establishment. The then technical institutions were known as trade schools! The government classified all mission trade schools as junior trade schools, and those run by the government as technical schools.

(Source: "Education Systems of Africa", written by Sasnett, I. and Sempmeyer, I. (1966), published by the University Press of California.)

It is also noted that all papers produced on technical education during the pre-independence time gave no specified curriculum which might have been organised and followed in all trade schools.

GOVERNMENT RUN TECHNICAL SCHOOLS

The government established one technical school in the southern part of this country. The first site was at Mpemba in Blantyre. Between 1950 and 1957 the institution was transferred to Kanjedza in Limbe. During that time it was popularly known as The Artisan Training Centre. The government established another technical school in the central region of this country and it was called Lilongwe Technical School.

The government classified all mission technical institutions as junior trade schools, whilst those institutions run by the government were called technical schools.

The courses offered included bricklaying and carpentry and joinery.

The entry requirements and age limits varied from junior trade schools and technical schools.

Example: Junior trade schools enrolled those who could read and write. Technical schools recruited those who completed standard six (the new standard VIII).

Certification

It was not until trade testing was introduced all skilled men were recognised by asking them to produce an item which could prove whether they were carpenters and bricklayers. The Ministry of Works and Supplies introduced practical testing for all its skilled workmen. The Ministry of Labour later on started testing skilled workmen by grading them, e.g. Grade III, Grade II and Grade I.

Craftsman

The structure of technical courses during the pre-independence era suffered from

- lack of specified curriculum
- lack of prescribed skill standards and
- lack of trained teachers.

Those recruited to teach in technical institutions be it Malawian or expatriates were in most circumstances unqualified.

Source of Funding

Government institutions were fully funded by the Ministry of Education and Culture. The funding took into consideration the following areas:

- boarding issues
- tuition
- hand tools and uniforms supplies.

Mission trade schools depended on fees paid by each student. Until recently the Ministry of Education and Culture is funding these institutions through grants which are carefully calculated to cover the above mentioned areas funded in government institutions.

Ministry of Labour

During the pre-independence period the Ministry of Labour was not involved in the training of skilled manpower. The Ministry of Labour got involved especially during 1964-1965 when the first group of apprentices was recruited at Soche Technical College (Artisan Training Centre).

Technical Education after Independence

Technical Education in the context of Ministry of Education and Culture refers to the preparation of youth in all established institutions to become:

- skilled and use such skills in the production work,
- creative and self-reliant,
- skilled to satisfy manpower needs of government, commerce and industry,
- highly skilled to attain supervisory positions in government departments, commerce and industry.

To this end, the Ministry of Education and Culture has diversified the training programme in all technical institutions by embarking on an expansion programme of the present institutions.

Until 1977, technical institutions varied in their curriculum coverage. Each institution had formulated her own syllabus and as such the schemes of work varied from school to school.

Formulation of National Syllabuses

The expansion and development of technical education has seen the formulation of national syllabuses undertaken in 1979. Participants who carried out this exercise were drawn from:

- all teachers from technical institutions
- personnel from Ministry of Labour (Industrial Training and Trade Testing)
- lecturers in craft training at the Malawi Polytechnic (University of Malawi).

The aims of this exercise were:

- to formulate common syllabuses that could be used by all technical institutions to ensure systematic skill development;
- to achieve uniformity in the technical curriculum;
- to enable effective evaluation of the curriculum;
- to set targets in skill and standards.

Subjects

The formulation of the craft national syllabuses covered the following subjects:

Craft level
1. Craft technology
2. Craft practical
3. Trade calculations
4. Craft science
5. Technical drawing
6. English and communication

Advanced craft level
1. Advanced craft technology
2. Advanced craft practical
3. Trade calculations
4. Craft science
5. Technical drawing
6. English and communications.

Approval of Syllabuses

The Ministry of Education and Culture has approved the syllabuses.

The standard of achievement if fully covered will be in line with the present Craft Certificate and Advanced Craft Certificate awarded by the City and Guilds of London Institute. The City and Guilds of London Institute is at present working hand in hand with the Ministry of Education and Culture in the training of Chief Examiners who will be involved in the preparation of tests, moderating the papers and banking the moderated papers. The Chief Examiners are being trained from the present group of teachers from technical colleges, Ministry of Labour personnel, officers working in other government departments, private sector and those from Malawi Polytechnic.

Expansion Programme

Diversification in the development programme includes the expansion of physical buildings which is in the form of additional classroom and workshop blocks, additional facilities, machinery and equipment, additional hand tools and teaching aids and introduction of new courses which will result in population increase of students.

Development Progress

The two government technical colleges (Soche in Blantyre and Lilongwe) are experiencing the final phases of their development programmes. By the end of 1986, the buildings should be ready to serve the purpose.

The grant aided technical colleges, Namitete and Mzuzu in the first phase of their development programme. Livingstonia Technical College will only receive sets of tools, machinery and teaching aids. There will be no physical development of old or new buildings.

The courses being offered now and after the development programmes include:

** = old * = new

- Bricklaying **
- Carpentry and Joinery **
- Secretarial and Commerce *
- Motor vehicle maintenance **
- General fitting **
- Plumbing **
- Electrical Installations **
- Painting and Decorating *
- Motor vehicle body repairs and spray painting *
- Wood Machinists *
- Welding **

The five technical colleges will however vary in their students inputs. Lilongwe Technical College will take more because eight different courses will be offered.

Mzuzu Technical College and Soche Technical College will have the same number of courses (four) which may result in having almost the same student population.

Namitete Technical College will offer two only but there will be several streams which will have a big number of students. Livingstonia Technical College will take the least number of students due to inadequate accommodation facilities etc.

The present student population in all technical

institutions now is approximately 700 and after the development programme the number will reach 1000 plus.

Training Strategy

The Ministry of Education and Culture in partnership with the Ministry of Labour (Industrial Training Department) organise courses in a way that the objectives set are met at the end of the apprenticeship training.

Procedures

The courses are organised into two systems:

1. Four year apprenticeship training
2. Two year full time training.

A four year apprenticeship training programme has been acknowledged as being an appropriate system of training high class tradesmen. The problems that have been encountered in the past by the Ministry of Labour in the placing of apprentices to various employers have been:

- that employers have no adequate jobs due to inflation;
- that some employers do not wish to assist in the training of apprentices and that there are few employers against a large number of apprentices.

This system once followed prepares the student to become self confident. He acquires adequate industrial experience which enables him to work with minimal supervision. The apprentice has a chance of getting employment with the same employer after his apprenticeship contract.

Two Year Full Time Training System

A two year full time training programme gives no chance to the student to attend industrial attachment. The student spends all his training period in a college. At the end of two years the graduate goes and fetches employment or starts his private business. The chances for this graduate to continue with his training programme depends upon individuals. Ministry of Education and Culture through Ministry of Labour organises upgrading courses which run for a period of three months. These courses enable those who did not follow a four year apprenticeship training to upgrade themselves to higher grades and skills.

However, it could have been better if the training system was uniform. The Ministry of Labour has a very important role to play in order to convince many employers to create many apprenticeship openings.

Upgrading courses

As stated earlier, upgrading courses which run for three months full time provide opportunity to those who follow a two year programme and those who drop out in the four year apprenticeship programme to upgrade themselves higher. The system however has more problems which hinder its effectiveness:

- some people apply who do not qualify but somehow gain entrance;
- because of varying levels of skill and experience it creates more problems to the teacher to teach effectively.

OTHER INSTITUTIONS OUTSIDE THE TECHNICAL COLLEGES UNDER THE MINISTRY OF EDUCATION AND CULTURE

There are other institutions under other Ministries that have established institutions where certain skills are taught. The institutions in mind are:

1. Magomero Rehabilitation Centre
2. Nasawa Technical Training Centre
3. Farm Institutes
4. Malawi Young Pioneer Training Bases.

Magomero Rehabilitation Centre and many others of this nature cater for the handicapped youth. The centre is under the Ministry of Community Services. The centres play a very important role in providing various skills such as weaving, tailoring and woodwork which enable the handicapped to become productive and useful citizens.

Nasawa Technical Training Centre caters for those who show signs of capabilities in certain skills when undergoing Malawi Young Pioneer training course in various bases. They come to the centre to train as bricklayers and carpenters and joiners, motor vehicle repairers, general fitters and in secretarial skills. This Training Centre more or less works on the same aims and objectives as those under Ministry of Education and Culture technical colleges.

Farm institutes are established by Ministry of Agriculture. This country is an agricultural one and as such more skills in this sector are offered through those establishments. The institutes among other aspects offer home economics management skills. The participants after such courses work with people in the rural areas.

Malawi Young Pioneers Training bases are established in almost every district in this country. This was His Excellency The Life President of the Republic of Malawi's

wish to utilise the youth who could have been wasted to be spearheading in the national development. The movement has now become a recognized asset in this country's endeavours to get rid of the wastage which has become a burden in all developing countries when pupils have reached their primary school level. Those who do not secure continuity in their education by going to secondary schools etc. become doomed. It is in this respect that the MYP movement plays a vital role by training these young men and women to become first and foremost:

1. Disciplined youth
2. Agricultural oriented citizens
3. Become spearheads in the national development by using their heart, head and hands.

Staff Development

The training of technical teachers is dependent upon the availability of scholarships. In 1981-1982, the Malawi Polytechnic in collaboration with Hurddersfield Polytechnic in the United Kingdom mounted up an in-service course which about 12 junior teachers attended. The course was designed to enable junior teachers to obtain basic teaching skills such as preparing schemes of work and lesson plans.

The course did not tackle the other primary area of improving the technical subject area.

The scholarships as indicated above are mainly offered by the British Council under the technical cooperation programme. As might be expected, the Ministry here has no choice but just wait and hear whet' there are scholarships or not. Under the circumstances ofore it is difficult to satisfy in a short space of tim the manpower requirements of the technical teachers.

It is also not very clear whether the Ministry of Education and Culture has set the necessary technical competency of her teachers so that each teacher can know whether he is qualified to teach up to a certain level of skill or he requires to upgrade to a certain level etc.

College Status

The Ministry of Education and Culture accorded the college status of all technical institutions as from 1 April 1985. The reason for this accord is to acknowledge the current developments taking place in all technical institutions. The rating of these colleges has not been outlined yet. This concerns the set up of staff, their grading structure and qualification levels.

Conclusion

The paper briefly outlines the situation as has evolved from the pre-independence era up to the present day when this country is self governing. This paper has therefore not touched on the problems being encountered in the technical education system. It is therefore right and proper to try and summarise these problems perhaps to provoke thought from the participants for this Fifth Africa Regional Conference which is sponsored by the World Confederation of Organizations of the Teaching Profession (WCOTP).

Problems

1. Technical institutions are being regarded as institutions for the mentally handicapped persons.

2. Attitude of the people at large on technical education is on the negative side.

3. Lack of incentives rewarded to teachers in some way or another by improving their earnings etc.

The problems listed above call for an overall consideration on whether there is need to reexamine our educational system. The areas in mind would basically be:

1. The primary education, whether with limited local resources a way of introduction of general vocation education would start to answer these problems, or

2. The secondary education system, whether enough vocational guidance is being done to act as an encouragement to all pupils on areas they are naturally gifted, or

3. The community, whether enough contact is being done to educate them on the importance of using the heart, the head and the hands. This brings us back to technical education which may not answer all our problems at hand such as unemployment but may somehow encourage those with a technical skill background to start producing things of their own. This in turn will enable the producer to sell and earn some money. In so doing, the spirit of producing more and selling more may be cultivated in these people and their life consequently may change for the better.

MOZAMBIQUE

NATIONAL ORGANISATION OF TEACHERS
ORGANIZACAO NACIONAL DOS PROFESSORES

Mario Souto

When in 1975 Mozambique achieved its independence after ten years of an armed struggle against colonialism, there were two systems of education:

- One for whites and some "assimilated blacks"
- One for Negros.

The first was mainly for leadership, the highly qualified cadres, the second was for normal workers, those who are in between the cadres of the first system and the cheaper labour.

The philosophy of that time used to be that Negros had not to study a lot. The necessary workers for all sectors of the economy such as shoemakers, masons, tailors, farmers, fishermen, carpenters, drivers etc. used to study at arts and crafts schools during two to four years, and had to have grade four - full primary education - as a qualification for entry.

After this professional training they had to go to the labour marketing and it was practically impossible for them to carry out further studies or even vocational training.

There was not any kind of in-service training and the training centres where they were had no communication either horizontal or vertical with other sub-systems of education.

Agriculture, industry and education were seen as a priority in the project for the country development in 1975 when Independence was won. The third priority was to provide manpower necessary for transformation.

Within a month of Independence education was nationalized and all education matters came under state control.

Taking in account the various educational experiences in the liberation zones during the armed struggle, the implementation of a new system of education (SNE) was approved in 1983.

It has three main objectives: eradication of illiteracy, introduction, and training for cadres for development needs.

The National System of Education has five sub-systems with a total communication with each other. They are as follows: general education (also responsible for children and young people initiation); adult education; technical and professional education; teachers' training and higher education. The system works in four levels: primary, secondary, intermediate and higher. It is a principle that all citizens should follow all these levels.

We believe it important that citizens in accordance with needs and possibilities should go through different sub-systems and different levels of education.

It fits the demands of a permanent training guaranteeing ways of communication between the different parts of the system.

All technical, professional, ideological, cultural and moral training is mostly done in our country according to this system.

To correspond to the matters that we are discussing here, I will refer to some aspects:

1. The integration of training and improvement in a single system allows us to see the totality of the problems in a short, medium and long-term stage for each citizen and for all of them.

   It allows an integrated approach to solving technological and vocational problems and other aspects of national development not less important, such as national unity.

   With teaching of Portuguese, social sciences and the so-called exact sciences, we reinforce development towards the best integration of each citizen in the society.

Some emerging problems

1. The results achieved now, and previous evaluation done in these matters, show the need to provide more cadres and means to the regions. Obeying central orientation they should put into practise solutions for the problems of education, such as adjusting school organisation, content, teaching methods, even the school calendar to the real needs of the situation.

2. Excepting what happens with the adult education sub-system, where people are trained in the place of work, in the present situation of the country only those who finish secondary school are able to start work in agriculture, industry or other services.

This makes a contradiction because now only primary education can be generalised so that it can cover a large number of people. But primary education does not yet give theoretical or practical knowledge that the communities can make use of now.

On the other hand, the teachers, basically primary teachers, work in a traditional way by teaching reading, writing and calculation, while they should (as do the well-informed people in the rural areas - which is very important to countries relying basically on agriculture) integrate school into the community and vice versa and then improve the conditions of living and work in the communities.

3. Specially at the primary level and referring to the rural areas, there is a need to redefine the teacher's profile and the ways of his training and at the same time to revise the content and methods of work at the primary school.

   Dropout and failure show the lack of adaptation of the school to solve the problem of development of rural zones and of the country.

4. The conditions of living and work of teachers should be revised to encourage teachers to stay in rural zones.

SOUTH AFRICA

AFRICAN TEACHERS' ASSOCIATION OF SOUTH AFRICA

Philip N. Mahlape

Theme 1

General Data (1984)

Total population (1981)		936,000
School enrollments		236,671
Percentage enrollment/population		25,3%
Enrollment by level		
Literacy programme		27,935 +
Primary education		209,345
Secondary education		27,326
Teacher training		1,001
Technical/vocational		620
Correspondence courses		581 *
Brigades		700
University of Botswana		1,232
Completion rates in formal education		
Primary, standard 4		93%
standard 7		89%
Transition to intermediate		40%
Transition to secondary		41%
Pupil/teacher ratio	Primary	32:1
	Secondary	24:1
Recurrent expenditure		P67,953,320
Percentage of national recurrent expenditure		21,5%
Development expenditure		P20,601,000
Percentage of national development expenditure		8,65%

Note: The Pula equals £ sterling 0.56
\+ new enrollments in 1983
* new enrollments in 1984

Vocational Directed Education and Training

During the past ten years this form of education was introduced or opened to black education in the following manner:

1. Primary Level

   (i) Departmentally technological oriented centres

2. Secondary level

   (i) Technical high schools
   (ii) Comprehensive schools
   (iii) Technical colleges

3. Tertiary level

   (i) Technikons
   (ii) Certain technical colleges

4. Technical centres

   These centres take pupils at an early age into contact with the world of tehnology and help them to determine whether they possess the necessary aptitude and interest. Twenty-two such centres have since been established. Standard V boys attend and take the following subjects:

   - electrical work
   - woodwork
   - metalwork and fitting
   - bricklaying, and
   - basic technical drawing.

   In 1984 girls were brought into orientation classes to take technical drawing and electronics, material processing and machine practice.

   These centres are primarily in the major urban centres. The pupils attend for two and a half hours sessions a week. The numbers have increased from 19,323 in 1980 to 37,501 in 1984. There is now a proposal to take the lower primary school.

5. Technical High Schools

   Industrialization in South Africa has caused organised industry to see the need to provide technically orientated education up to matric level. The technical high school offers a complete course from standard VI.

A purely technical high school is at Jabulani in Soweto. Students attaining a full matric certificate at a technical high school are eligible for enrollment at both universities and technikons, where they may continue with their education at tertiary level. It is the introductory course for degree or diploma studies in the direction such as engineering, medicine, dentistry, chemistry, architecture, building, land-surveying and computer science etc.

The curriculum includes mathematics, physical science, technical drawing, trade theory, workshop practice and one of the languages, English second grade higher, or Afrikaans second grade higher, and vernacular.

The primary objective of a technical high school is to prepare students for further study at a tertiary level. Seeing that there are so many subjects taken at the secondary technical course, students are strictly screened. The course is not recommended for students who are regarded as strugglers.

6. Comprehensive High Schools

Workshops and other facilities have been added to the existing secondary schools to make it possible to offer all the study directions mentioned earlier at a single school. There are 12 such schools. Early this year seven were added.

7. Technical Colleges

These offer a variety of courses at post school level. They are to meet the needs of the communities they serve with regard to vocational education, cultural enrichment and community development. About eight different types of courses are offered at technical colleges. Some of them are at pre-tertiary level and others at tertiary level. At tertiary level all N courses N3 are offered. Various study directions offered at technical colleges are categorized as follows:

Block Release Courses

The levels of these courses range from National Technical Certificate Part 1-N6.

The minimum requirement for enrollment at N1 level is normally STD VII with mathematics and physical science as subjects. Introductory courses to prepare students for admission to NTC I are also offered.

The courses are offered primarily for apprentices as they are legally obliged to attend classes at technical colleges with a view to attaining NTC II or at least a relevant trade theory at N2 level. The duration of apprenticeship may vary from three to five years.

Employers usually release apprentices for a tri-semester each year so that they may attend classes at technical colleges over a block of thirteen weeks. These are the so-called block release courses. Apprentices are required to attend classes of thirty hours a week equally spread over the five working days. The N-courses for apprentices consist of four subjects at each level comprising the following:

- mathematics
- applied science
- the relevant trade theory.

Syllabuses and examinations for these theoretical subjects are those of the Department of Education and Culture (for Whites).

8. Trade Training for Adults

In the trades where there is a serious shortage of qualified artisans, the object is to bridge the gap by providing practical trade training for adults and this training is offered in the following trades:

- electrical
- motor and diesel
- carpentry and joinery
- bricklaying and plastering.

This is done in collaboration with the Department of Manpower. The training is provided over a period of 40 hours a week for the duration of the course.

9. Commercial Courses

Secretarial training and commercial courses are offered at technical college since 1981. This course meets the needs of the commercial, industrial and public sectors for typists and administration personnel. This course has since been restructured and students now take four subjects on a semester basis at N1 and N3 level. Syllabuses and examination are those of the Department of Education and Culture (for Whites).

10. Part Time Classes

At some of the technical colleges part time classes

(after hours) are offered in technical subjects up to N6 level and in commercial subjects up to N3 level. These classes are important to apprentices and other people who need one or more subject successes to qualify for their award of a certificate.

11. Community Enrichment Courses

Flower arrangement, woodwork, know-your-car, cake icing, decoration, music, welding, art and photography.

Enrichment courses do not have prescribed syllabuses but they do have an approved scheme of work. No certificates are issued for the above courses.

12. Special Courses at Technical Colleges

(a) Courses for water purification, operators for water purification scheme, maintenance workers;

(b) National certificates courses:
- chemical laboratory assistants
- constructive site practice
- drawing office practice.

13. Technikon Education

There are only two fully fleshed technikons for Black students, namely:
Mangosuthu, Durban
Soshanguve, Pretoria.

There are however very few job opportunities for students who complete at these technikons because of White trade union opposition.

14. Problems

1. Education for Whites is compulsory up to 16 years. Consequently there is a high dropout rate in Black education.

2. Disparity in the financing of education. R.1024 for Whites and R.215 for Blacks.

3. Technically trained teachers are scarce - those who do find their way into technical schools soon leave because the salary they receive in industry is higher than what the Department of Education and Training pays.

4. No communication between the Department of Manpower and the Technical High School.

5. There is only one Teacher Technical Training High School in Soweto - that is Molapo Technical Training High School.

Theme II

1. The unity of the teachers throughout the country has been and is the priority of the ATASA. The fragmentation of the country into political units has not affected ATASA as the country is basically an economic unit.

   Provincial organisations came together in 1921 to form a federation - ATASA.

2. Mouthpiece. Throughout its existence ATASA strove and still strives towards the abolition of discrimination in education. Confrontation and submissive attitude have been discarded in favour of negotiation and pragmatism. The submission of memoranda, interviews with Ministers of State and Secretaries indicates clearly what the position of ATASA is.

3. Service to the Teachers. As the teachers' mouthpiece and service organisation ATASA has successfully achieved the following on equal terms across the racial lines:

   (a) Salaries: All promotion posts throughout the country are matched with equal salaries irrespective of race, provided that qualification, responsibilities are the same.

   An upgrading programme has been embarked upon to bring teachers to the position of equal qualifications.

   (b) Leave facilities: All conditions governing study leave, vacation leave, sick leave and special leave are available to all teachers.

   (c) As from 1967 a pension scheme has been introduced for all teachers.

   (d) Medical aid scheme: The Department contributes 60% and each teacher 40% towards this.

   (e) Group insurance: As a result of problems faced by individual teachers in dealing with insurance companies ATASA has undertaken a successful group scheme for members with positive results.

   (f) Legal aid: Teachers can rely upon legal aid in cases where in the practice of their profession they encounter problems which affect the employment.

(g) Security of tenure: It was a common practice in the fifties for a teacher to be dismissed or transferred without any reason, or if there was, this was not given. This has been ended and the School Boards which used to practice this have been abolished. During this period, no legal representation was allowed.

4. Activities. ATASA organises professional seminars, conferences in order to help members in the acquisition of leadership skills, professional skills and in general helps in preparing leaders for the Provinces.

ATASA has representatives in all the Departmental Subject Committees. These experts are able to give reports on what is going on and based upon these reports ATASA interviews the Secretary or the Minister concerned.

5. Still to be realized. The gap in per capita cost between Black and White children is far too wide in favour of Whites. Further, the provision of facilities emanating from the above statement is only too obvious.

Compulsory and free education for all is still to be realised.

Equal education of equal quality is what is still to be realised (Human Science Research Council - Prof. de Lange Report).

While ATASA accepts with gratitude the aid given by CTF, WCOTP, SAIT etc. it would be interesting to note that under rather abnormal conditions she is trying as best she can.

ZAMBIA

ZAMBIA NATIONAL UNION OF TEACHERS

Albert W. Chibale

This is a very wide subject and quite embracing which requires very specialised people to deal with. However from the little we knew about the subject we have the following report on the subjects. The subject is divided into two sections, the priorities and the strategies. It is through these sequences that we shall deal with the subject.

1. Priorities

Vocational education and technical training should form the educational basis on which we should build our education system of each and every developing country. Because our future employment opportunities lie greatly on this aspect of education. The following should form our priorities when considering the issue of vocational training.

(a) Access to vocational training and technical education. All the children in the country should have opportunities open to them to acquire some basic skills in vocational and technical education at various levels of educational system. This should be planned in such a way that certain skills are acquired at an early age in our pupils, this means that science subjects and mathematics should be taught in stimulating ways at all levels.

All learning institutions should have some practical subjects such as carpentry, brick making and cookery and all the practical subjects.

All the pupils should be encouraged to take part in all practical subjects irrespective of their race, station and standing in the society. In some developing countries this form of education is badly neglected at the lower forms of our education system. Emphasis is made at the secondary levels and college levels of our learning and in most cases subjects are theoretically treated by the teachers in such schools, which do not leave permanent skills and impressions in the minds of our students.

In order to function well, this type of education should be integrated into the education system from the beginning up to the higher level. In order for the pupils to make a decision as soon as practicably possible about what type of work they would like to do when they grow up. Although Zambia has a Department

for Technical Education and Vocational Training, our system of education has greatly neglected this type of training in the primary and secondary schools, our education on these levels is mainly academic based on book work, reading, writing and other important information subjects.

(b) The need for buildings, equipment, finance and personnel for this type of education, in order to facilitate the smooth running and the development of vocational and technical education will mean spending money. The sooner our resources are expanded on these necessary aspects of education the better, because as stated earlier on, our future development will greatly depend upon the utilisation of the skills which our children will acquire from the institutions.

Secondly, we also need equipment which should be used in training our future artisans and technicians. Money invested in these ventures will be money well invested. Initially governments in conjunction with other international organisations, including business houses and missionaries, can be mobilised to finance these ventures. Also big industries, such as mines, railways and sugar estates in Zambia, can be mobilised to raise funds for the purchase of equipment and tools in these schools. Currently there are eleven schools providing this kind of training in Zambia. Some companies offer training for their own personnel such as the mines, ZIMCO, ZESCO, the Banks, the state insurance, Zambia Railways, and many other major industries.

(c) <u>The Career Advisors and Counselling Unit.</u>
We strongly feel this important unit should be established as soon as possible, to advise our young men and women on the choosing of career and job opportunities. Counsellors should be men and women with wide experience in industries and other branches of commerce and industries. The system whereby secondary schools employ career masters to advise the students on employment opportunities is unsatisfactory because students are advised on theoretical aspects which are far removed from the real factory or industrial situations.

There should be a link between the school and the kind of employment found around such schools. If the school is in an agricultural sector the pupils and students should be linked to such job opportunities; if on the other hand schools are established in an industrial area there should be some kind of demonstration units. With such industries and schools, children will be able to make up their minds on what type of job opportunities are available on the market.

2. Strategies

(a) Education systems should be able to prepare men and women for integrated active life and by obtaining better skills and qualifications, for becoming useful to society in which they live. In this way they will become better citizens and productive men and women.

(b) Training at the place of work

The other strategies that we foresee as being practical solutions to this important subject include the training which should be provided at the place of work, in order to uplift the performance and increase the efficiency of all the workers in industries and other sectors of the economy.

We strongly suggest that all companies and major industries should have a department responsible for training and induction courses to improve the skills and training for all employees. We are pleased to mention that most of the Zambian industries, companies and other economic sectors of our country have realised the importance of training their employees at the place of work. Most companies have both training and human relationship departments which help to harmonise their operations.

(c) Teachers in the normal general education system should be given some basic skills in technical, commercial and practical subjects. The other approach we consider to be useful is the introduction of commercial subjects, technical subjects and other practical subjects in the teacher training colleges, so that teachers are equipped with basic skills in these subjects. At the moment our colleges are full of subjects which in most cases are not related to the employment requirements of many students after school. Because of that motivation the student is impaired, and the student does not know what to do after school. It is this trend that forums of this nature are trying to remove from our education systems and replace with the better form of education which will equip our students from the beginning to the end. Technology has been accepted by all the people in the world today because of its advantages and tremendous impact it has made in our lives. Without technology, scientific development would be practically impossible to achieve. We therefore see hope for the future through this type of education.

ZIMBABWE

ZIMBABWE TEACHERS ASSOCIATION

Leonard Nkala

A History

Vocational education in Zimbabwe might be said to have undergone a series of ambushes on its way to the present day.

During the Federation days steps had been taken to establish colleges for both black and white although the bias was still in favour of the white minorities. The training of Africans to acquire a variety of skills was not prompted by altruistic motives, but for the exploitation of these skills to benefit and advance the life style of the colonial masters. Hence these were limited to special areas which would not necessarily prepare the African for an economic take over in the event of the advent of independence. To the extreme racists this move by the Federal government was seen as dangerous because it would threaten white supremacy and monopoly in the economic sphere.

As a result at the end of the Federation and with the advent of UDI (Unilateral Declaration of Independence), all vocational colleges including agricultural colleges for Africans were wiped out whilst those for whites were allowed to continue. This was a great set-back because blacks were excluded from the training institutions in the land of their birth. This, coupled with many other injustices perpetrated against the entire black population of Zimbabwe, resulted in the Zimbabwe War of Independence.

The Present Situation

At independence nearly all former black vocational institutions were defunct. So the government made it a priority not only to revive the defunct ones but also to expand and extend these to all the nine provinces in the country. The exercise is still continuing with some provinces having as many as two institutions in the province. These institutions are very vital because they held to diversify the type of education that should be offered by any sound curriculum.

As in many African countries, Zimbabwe's vocational training institutions are the baby of the Ministry of Labour and Manpower Planning. We feel that this all important aspect of education should be carried out in liaison and

consultation with the Ministry of Education if not under the auspices of that Ministry.

ZIMTA's Role in Education Policy Formulation

With the coming of independence came a host of attendant educational problems. There was massive expansion in education, free education in the primary sector, massive intake of students into the secondary school and automatic promotion up to 'O' level. This meant that classes became unwieldy - with 50 or more students to a class, untrained teachers had to be employed, extra schools had to be built and more equipment acquired. This behoved ZIMTA to come up with practical suggestions to combat and contain the situation. So in January 1984 ZIMTA held a seminar on the Content and Structure of Secondary Education in Zimbabwe at the University of Zimbabwe, sponsored by NORAD through FIPESO, AATO and WCOTP. Here educationists from the Ministry and all educational institutions were involved. The recommendations advocated a more positive approach, diversification of the curriculum along the education ladder and availability of vocational training at each of the different levels of education. Involvement of the public sector was also strongly recommended.

It is to be hoped that this all important Conference on vocational education will seriously study, scrutinise and analyse this aspect of edcuation and hopefully at the end of the day come up with positive and practical recommendations for the betterment not only of our educational systems, but for the benefit of all the societies of the countries of this region.

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